

CHAPTER 22

Comparative Political Systems

Essential Question

How should you measure different governments?

Section 1:

Origins of the Modern State

Section 2:

Ideas and Revolutions

Section 3:

Transitions to Democracy

Section 4:

Case Studies in Democracy

GOVERNMENT ONLINE

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- Political Dictionary
- Audio Review
- Downloadable Interactivities

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Lesson Goals

SECTION 1

Students will . . .

- compare the governments of ancient Athens and Rome by completing a pro-con chart.
- use a primary source to analyze the government of the Roman Republic and identify elements of it in the U.S. Government.
- discuss legitimacy using a transparency and apply the concept to the Declaration of Independence.

SECTION 2

Students will . . .

- complete a concept web to review Enlightenment ideas.
- use the Think-Write-Pair-Share strategy to write a summarizing sentence connecting Enlightenment ideas with the spread of popular sovereignty.
- discuss the reasons for different paths toward popular sovereignty.
- create a political cartoon to illustrate the relationship of fascism or communism to the concept of popular sovereignty.

SECTION 3

Students will . . .

- discuss the challenges to democratic transitions.
- complete a chart to list the factors contributing to greater democracy and to failed democracy.
- analyze how Haiti and Iraq could succeed or fail in their transitions to democracy.

SECTION 4

Students will . . .

- recognize variations in democracies by comparing features of the governments of the UK and Mexico in a transparency.
- understand the UK's general election processes by examining a flowchart.
- compare and contrast the governments of the UK, Mexico, and the United States by playing a fact game.

DIFFERENTIATED INSTRUCTION KEY

Look for these symbols to help you adjust steps in each lesson to meet your students' needs.

L1 Special Needs

L2 Basic

ELL English Language Learners

LPR Less Proficient Readers

L3 All Students

L4 Advanced Students

Pressed for Time

To cover the chapter quickly, read aloud the primary source in the Section 1 Core Worksheet, and discuss the questions. If time permits, discuss Transparency 22A, Legitimacy. For Section 2, have students complete the concept web on Enlightenment ideas in the Bellringer activity. Follow the discussion in the lesson to compare paths to popular sovereignty taken by Britain, France, and Latin America. In Section 3, discuss and list the factors that lead to democracy and the factors that cause failed states. Use the feature "What Makes Democracy Succeed" in the text to discuss democratic consolidation. In Section 4, display and discuss Transparency 22G, Two Modern Democracies, and Transparency 22H, Election Process in the United Kingdom.

GUIDING QUESTION

On what early political ideas and traditions was modern government founded?

I. Ancient Foundations

- A. Athens: The First Democracy
- B. Roman Republic
- C. Feudalism

II. Rise of Sovereign State

- A. Commercial revolution
- B. Towns
- C. Rise of Monarchies

III. Legitimacy

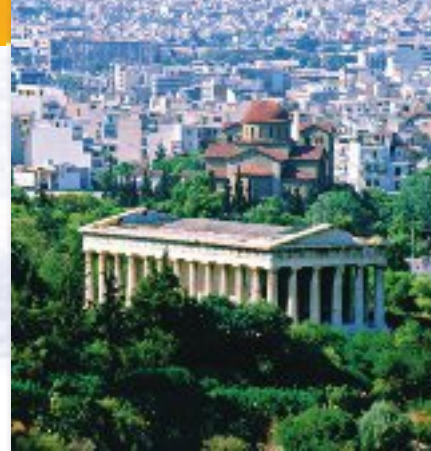
- A. People believe government has right to make public policy
- B. Established by tradition, power of personality, or rule of law
- C. Divine right of kings—traditional belief that God granted monarchs authority to rule

IV. Colonialism

- A. Spread laws and religious beliefs
- B. Mercantilism emphasized accumulation of precious metals to increase state's wealth and power
- C. Mercantilist policies involved monarch and state in economy
- D. Monarchs set up companies to monopolize trade with and tap wealth of colonies
- E. British colonial efforts led to creation of constitutional government of United States

SECTION 1

Origins of the Modern State



Guiding Question

On what early political ideas and traditions was modern government founded? Use an outline to take notes on the roots of modern American democracy.

I. Ancient Foundations

A. Athens: The First Democracy

1. _____
 2. _____
- B. _____
1. _____
 2. _____

Political Dictionary

- patricians
- plebeians
- feudalism
- sovereignty
- legitimacy
- divine right of kings
- colonialism
- mercantilism

Objectives

1. Identify the ancient foundations of the state in Athens, in Rome, and in the feudal system.
2. Analyze the rise of sovereign states.
3. Explain how governments can achieve legitimacy.
4. Understand why European nations turned to colonialism.

Image Above: The *agora*, a large public space, was the ancient home of Athenian democracy.

As you know, government is among the oldest of all human inventions. It emerged long before the dawn of recorded history, when human beings first realized that they could not survive without it—that is, without some means by which they could regulate their own and their neighbors' behavior. The earliest evidences of government date back some 3,000 years, but clearly the institution is much older than that.

An uncountable number of governments of various forms have appeared, and disappeared, through the centuries in Europe, Asia, Africa, and the Americas. Those that survived for any length of time were those that could adapt to major changes in their environments.

The roots of democratic government in today's world—including government in the United States—lie deep in human history. They reach back most particularly to ancient Greece and Rome and also to later beliefs and practices that emerged elsewhere in Europe.

Ancient Foundations

Those who built a governmental system for the newly independent United States in the late 1700s were, on the whole, well educated. They were quite familiar with the political institutions of their day and, importantly, those of ancient Greece and Rome, as well.

Athens: The First Democracy Greek civilization began to develop some 700 to 800 years before the birth of Christ, and it reached its peak in the fourth century B.C. The Greece of that time was a loose collection of many small, independent, and somewhat isolated city-states¹—a pattern dictated by the geography of the region, where every island, valley, and plain is cut off from its neighbors by the sea or by mountain ranges.

The concept of democracy was born in those city-states, most notably in Athens. Like the other city-states, Athens began as a monarchy. By the sixth century B.C., however, the Athenians had overthrown monarchical rule, and

¹ Originally, the city-state (*polis*) was a defensible location to which those who lived in a particular locale could retreat when attacked. Over time, towns grew up around those defensible places.

SKILLS DEVELOPMENT

ANALYZE TIMELINES

To practice analyzing timelines in this section, use the Chapter 22 Skills Worksheet (Unit 6 All-in-One, p. 21). You may want to teach the skill before discussing the historical aspects of early governments. For L2 and L1 students, assign the adapted Skill Activity (Unit 6 All-in-One, p. 23).

Focus on the Basics

FACTS: • Democracy was born in ancient Athens. • Representative government developed in the ancient Roman Republic. • Feudalism was a system of loose alliances between lords and vassals in medieval Europe. • In the late 1400s and the 1500s, European nations began colonizing other lands. • Colonial powers adopted mercantilism to control and profit from their colonies.

CONCEPTS: forms of government, role of government

ENDURING UNDERSTANDINGS: • The roots of modern democracies, including the United States, reach back to ancient Greece and Rome. • *Sovereignty* is the utmost authority to make decisions and maintain order. • All governments seek legitimacy through tradition, a charismatic leader, or the rule of law.

they soon replaced it with what they called *demokratia*—literally, “rule by the people.”

Athenian democracy was, at base, direct democracy. Its central feature was an Assembly (the *Ecclesia*) composed of male citizens at least 18 years of age.² The Assembly met 40 times a year to debate public matters and make law. Decisions in the Assembly were made by majority vote.

The Assembly’s agenda was set by a Council of Five Hundred (the *boule*). That body was composed of 500 citizens who were chosen randomly. Judges served one-month terms and did the routine day-to-day work of government. Courts were staffed by judges who were at least 30 years of age. They, too, were chosen randomly, and then served one-year terms and settled both public and private disputes.

Athens reached the peak of its glory in art, literature, and philosophy in the fifth century B.C., but it had been severely weakened by the long Peloponnesian War (431–404 B.C.) and later conquest by the Macedonians. What remained of Athenian democracy was extinguished by the Romans who overran Greece in 146 B.C.

The Roman Republic At about the time that glimmers of democracy first appeared in Greece, they began to emerge as well in Rome on the Italian peninsula. Rome was founded in 753 B.C. and, like Athens, was originally a city-state ruled by a monarchy. Monarchical rule was overthrown in 509 B.C. and was soon replaced by a rude form of popular government. The Romans referred to their new system as *res publica*, a republic.³ The Roman Republic was to last for some 400 years, until it became the Roman Empire at the end of the first century B.C. Over that period, Rome, involved in almost continuous military conflict, expanded its domain to include most of the lands surrounding the Mediterranean Sea and nearly all of Western Europe.

² Neither political rights nor citizenship were granted to women, slaves, or males born to noncitizens. In all, only some 30,000 of Athens’ estimated 250,000 inhabitants were citizens in the fourth century B.C.

³ From the Latin *res*, meaning “thing” or “matter,” and *publicus* or *publica*, meaning “the public”—thus, “the public’s thing,” a thing belonging to the public



In Latin, SPQR stands for “the Senate and the people of Rome,” the source of all government authority in the Roman Republic. **How well did the Senate represent the people of Rome?**

extinguish
v. end, destroy

The republic was far from democratic in the modern sense. It did introduce the concept of representation, however. Much of the political history of the republican period revolved around an often violent struggle between two social classes: the **patricians**, mostly rich upper-class, landowning aristocrats; and the **plebeians**, the common folk. The Romans did hold elections to choose some public officials, but women, slaves, and the foreign-born could not participate.

Government was centered in the Senate, composed of some 300 members, and two consuls chosen by the Senate. Senators were elected by the citizenry. The patricians dominated that body, but, over time, an increasing number of plebeians were elected to the Senate and to a number of lesser assemblies. The consuls were, effectively, the heads of state. They commanded the army and conducted foreign affairs. The consuls also presided over the Senate and enforced its decrees. Interestingly, each consul had the power to veto the other’s decisions. In times of crisis, the Senate could appoint a

Get Started

LESSON GOALS

Students will . . .

- compare the governments of ancient Athens and Rome by completing a pro-con chart.
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BEFORE CLASS

Assign the section, the graphic organizer in the text, and the Reading Comprehension Worksheet (Unit 6 All-in-One, p. 13) before class.

L2 Differentiate Reading Comprehension Worksheet (Unit 6 All-in-One, p. 15)

BELLRINGER

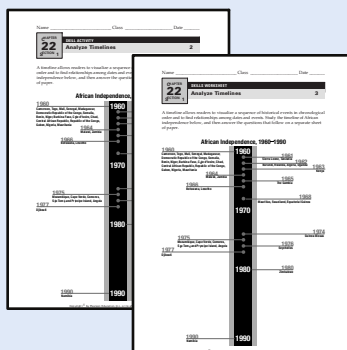
Write on the board: **Would you prefer to have lived under the government of ancient Athens or the Roman Republic? In your notebook, briefly explain why.**

L2 Differentiate Students may list a few reasons why they would prefer one system over the other.

Differentiated Resources

The following resources are located in the All-in-One, Unit 6, Chapter 22, Section 1:

- L2** Prereading and Vocabulary Worksheet (p. 9)
- L3** Reading Comprehension Worksheet (p. 13)
- L2** Reading Comprehension Worksheet (p. 15)
- L3 L2** Core Worksheets (pp. 17, 19)
- L3 L2** Skills Worksheets (pp. 21, 23)
- L3 L4** Extend Worksheet (p. 24)
- L3** Quiz A (p. 26)
- L2** Quiz B (p. 27)



Answers

Caption Possible response: For the time, the Senate was relatively representative; but from a modern perspective, it was not. It represented only the views of the male patricians, not the lower classes or women.

Teach

To present this topic using online resources, use the lesson presentations at **PearsonSuccessNet.com**.

INTRODUCE THE TOPIC

Tell students that the topic of this lesson is early types of government—particularly those that form the roots of modern democracies. Several basic concepts on which the United States government is based developed in ancient Athens and the Roman Republic. (Clarify that democracy was specific to Athens; for example, Sparta was a monarchy.)

CREATE PRO-CON CHARTS

Write *direct democracy* and *republic* on the board. Ask volunteers to define each term. (Direct democracy is a system, developed in ancient Athens, in which citizens participate directly in the government. A republic is a representative government, developed in ancient Rome, in which citizens elect officials to make laws and run the government.) Ask students which type of government they chose in the Bell-ringer, and why. Discuss what life would have been like under each—for example, would they have had any say in the government, or any rights at all? Were there benefits in either system for females? Count to see how many students chose each system. Ask: **What are some positive and negative aspects of each system?** (Students may note that neither government was very responsive to most of the residents. Citizenship was very limited in Athens and to some extent in Rome. In Athens, people had a direct say in the government. In Rome, the patricians dominated the senate, although some plebeians were eventually elected to the senate and to lesser assemblies. Direct democracy is not very efficient and could not work in a large country. A republic is more efficient, but the people give up some of their power to those who rule for them.) Record students' responses in pro-con charts on the board.

L2 ELL Differentiate Encourage students to share the words in their native languages for democracy and republic.

Answers

Checkpoint Athens pioneered democratic government; Rome introduced representative government and the rule of law.

Checkpoint
What did Athens and Rome contribute to modern government?

epochal event
n. beginning of an era marked by notable happenings

dictator to serve in place of the consuls and exercise absolute power, but for no longer than six months.⁴

Feudalism The decline and fall of the Roman Empire in the fifth century A.D. marked the beginning of the Middle Ages—the period from that **epochal event** on to the 16th century. It also marked the collapse of centralized authority and organized government over vast stretches of the western world. For more than a thousand years, that world would know little or nothing of government in the modern sense of the term.

The feudal system was born in response to that chaos and disorder. It developed in fits and starts and came to hold sway over much of Europe from the ninth through the twelfth centuries. **Feudalism** was a loosely organized system in which powerful lords divided their lands among other, lesser lords. Those with land and power agreed to protect others in exchange for their loyalty, their military service, and a share of the crops they produced. The basic economic units in the feudal system were the lords' manors. Each manor contained all of a lord's land holdings, which often included a town or village, as well.

The primary relationship in the feudal chain was that between a lord and his vassals, lesser lords who pledged their loyalty to the ranking lord—who was, in some places, a monarch. The lord ruled and the vassals served him, watching over the lands in their section of the manor.

The lord did perform some functions of the state in the modern world. He provided protection for his vassals and administered a rough form of justice. In return, the vassals supported the lord's decisions and served under his military command when necessary. The lord-vassal relationship was but one part of a large complex of relationships. Often, a vassal was himself a lord to other, less powerful vassals, and a lord was sometimes a vassal under an even more powerful lord.

Serfs, the bulk of the population, lived at the bottom of the chain of feudal relationships. They were peasants, bound to the land

they farmed. The serfs gave a share of what they grew to their vassals in return for protection in times of war. They led harsh lives. None could leave the land without the lord's permission, and their children inherited their ties and responsibilities to the lord. Most died young, never having journeyed more than a few miles from the lord's manor.

The Roman Catholic Church As the Roman Empire had spread across Western Europe, so had Roman Catholicism. The Church survived the collapse of imperial rule and now, in concert with feudalism, it provided some measure of government-like order to life in the Europe of the Middle Ages.

The Roman Catholic Church, now nearly 2,000 years old, traces its origins to the birth of Christianity and to the death of Jesus in Jerusalem, in the Roman province of Judea, in A.D. 33. Catholicism managed to overcome three centuries of often violent persecution by a succession of hostile emperors. In A.D. 380, the Roman Catholic Church became the official church of the Roman Empire.

As most of Europe was converted to Christianity—that is, as most Europeans became Catholics—the Roman Catholic Church became increasingly powerful. By the late Middle Ages, the pope and his bishops ruled vast land holdings, and they frequently vied with monarchs and lords for political as well as religious influence over people's lives.

Rise of the Sovereign State

Feudalism was, at best, a loose, makeshift basis for government. As cracks emerged in the system—between Catholics and Protestants and the feudal manor and the marketplace—the need for a more structured arrangement became apparent. The outlines of the modern, sovereign nation-state began to emerge.

The Commercial Revolution By the end of the Middle Ages, a commercial revolution began to change the ways in which people lived and did business. A horrific plague, the Black Plague of the 1340s, was a major **catalyst** of that revolution. In all, it killed a third of Western Europe's population. The

catalyst
n. something that prompts, brings about, change

⁴ The word *dictator* comes from the Latin *dictare*, meaning "to say or pronounce."

Background

AMERICAN CINCINNATUS Around 458 B.C., Lucius Quinctius Cincinnatus was plowing his field when a messenger arrived. The Roman consul and his legions were surrounded by the Aequi tribe and faced annihilation. The senate had appointed Cincinnatus dictator, and he was charged with rescuing the army. Cincinnatus departed his farm immediately and soon defeated the enemy. The crisis over, he resigned his powerful position and returned to his home. Legend honors Cincinnatus as a model of patriotism. Inspired by this story, many people have called George Washington the "American Cincinnatus." Washington accepted his country's call to lead the Continental Army in a time of crisis. When the Revolution ended, Washington rejected suggestions that he become king of the new nation. Like Cincinnatus, he resigned his commission and returned to his farm, instead of taking power.

Roots of the Sovereign State

The defining elements of sovereign states developed over time and in different lands. *What characteristics define the United States as a sovereign state?*

Ancient Athens

The Athenians introduced direct democracy. Citizens debated public questions and decided them by majority vote.

Roman Republic

The Roman Republic gave decision-making power to an elite Senate and consuls who could check each other and, in theory, represented the people. The laws of Rome were written for all to see.

Feudalism

In the Feudal Era, Europe's first parliaments emerged and began to limit the powers of kings. England provided for trial by a jury of one's peers.

17th century

Sovereignty emerged in the 17th century, with states with fixed borders, a national identity, and a centralized government with fixed authority.



Above: The Norman Invasion of 1066 brought feudalism to England.

Checkpoint
Why did feudalism endure?

guild
n. association of
craftsmen or merchants

Plague itself did not destroy the feudal system. Rather its far-reaching effects undercut that system.

After the plague, the manors still depended on the same amount of work, but from the smaller number of serfs who had survived. Serfs and free peasants found strength in the high value of their labor and began to demand higher wages and better conditions.

Because of the vast decrease in population caused by the plague, the prices of food crops fell, and so the lords made less money from their manorial lands. Merchants and artisans became increasingly wealthy and more powerful. The economy became increasingly based on money and trade, rather than land.

The Influence of Towns As you have read, feudalism relied on personal relationships and agreements in which people exchanged work and food for security and justice. Over time,

lords had to find new ways to gather money. Some lords accepted money from their vassals in place of military service. Others allowed free people to set up towns on their land for a fee under a charter. In this way, towns began to spring up across Europe. Those towns were centers of trade and freedom that tested the limits of feudalism.

The most important of these towns were found in northern Italy, northern Germany, and the Netherlands. Their income came from trade with Central Europe and Asia. The merchants in these towns had uneasy relationships with the lords. Although the merchants were free, they had to pay money to lords for protection, duties on their trade goods, and the right to use roads, rivers, and bridges. Many lords tried to extend their system of justice to the towns. They often failed, because they depended on the merchants and bankers of the towns for loans. Trade **guilds** also developed

Background

THEOCRACY Religion has influenced governments throughout history. A *theocracy* is a government run by religious leaders or clergy. The term originated with Jewish historian Flavius Josephus in the first century A.D. In describing God's laws revealed to the Israelites, he used the Greek word *theokratia*, meaning "rule of God." One of colonial America's first governments was a Puritan theocracy in Massachusetts Bay Colony. Only believers in the Puritan faith could vote and govern. Roger Williams objected to this and went to what is now Rhode Island to start his own colony. Display Transparency 22B, In Reaction to Theocratic Government. Ask: **What is the main idea of this excerpt?** (to keep religion and government separate) Few theocracies exist today, but some governments rule under the Sharia, or Islamic law. A modern example is Iran, in which a powerful cleric serves as head of state.

DISTRIBUTE THE CORE WORKSHEET

Distribute the Chapter 22 Section 1 Core Worksheet (Unit 6 All-in-One, p. 17), which contains an excerpt about the government of the Roman Republic. Point out that the Framers of the U.S. Constitution were familiar with Roman political institutions and used some of these ideas in creating the U.S. Government. Have students read the excerpt, and then answer the questions.

L1 L2 ELL Differentiate Distribute the adapted Core Worksheet (Unit 6 All-in-One, p. 19). Have students work in small groups to answer the questions.

L4 Differentiate Have students do research on the government of ancient Athens. Ask them to work together to prepare a presentation explaining the basic elements of the Athenian government and the concepts the U.S. Framers may have drawn from it.

Name _____ Class _____ Date _____

CHAPTER 22 **CORE WORKSHEET**
SECTION 1 **Origins of the Modern State** **3**

This excerpt from *Rome at the End of the Punic Wars*, by the Greek historian Polybius (204–120 B.C.), describes the Roman government during the Republic. Read the excerpt. Then, on a separate sheet of paper, answer the questions that follow.

"The consuls . . . are the masters of all public affairs. For all other magistrates, the tribunes alone excepted, are subject to them, and bound to obey their commands. They introduce ambassadors into the senate. They propose also to the senate the subjects of debates. . . . Nor is it less a part of their office likewise . . . to call together general assemblies; to report to them the resolutions of the senate; and to ratify whatever is determined by the greater number. In all the preparations that are made for war, as well as in the whole administration in the field, they possess an almost absolute authority. . . .

"To the senate belongs, in the first place, the sole care and management of the public money. . . . To the senate also is referred the cognizance of all the crimes, committed in any part of Italy; that demand a public examination and inquiry; such as treasons, conspiracies, poisonings, and assassinations. Add to this, that when any controversies arise, either between private men, or any of the cities of Italy, it is the part of the senate to adjust all disputes; to censure those that are deserving of blame; and to yield assistance to those who stand in need of protection and defense. . . . When any ambassadors also arrive in Rome, it is the senate likewise that determines how they shall be received and treated, and what answer shall be given to their demands.

" . . . There is, however, a part still allotted to the people; and, indeed, the most important part. For, first, the people are the sole dispensers of rewards and punishments. . . . The people, then, when any such offences demand such punishment, frequently condemn citizens to the payment of a fine. . . . To the people alone belongs the right to sentence any one to die. . . . To the people belongs the power of approving or rejecting laws and, which is still of greater importance, peace and war are likewise fixed by their deliberations. When any alliance is concluded, any war ended, or treaty made; to them the conditions are referred, and by them either annulled or ratified. . . .

" . . . It now remains to be considered, in what manner each several part of the government is enabled to counteract the others, or to cooperate with them.

"When the consuls . . . lead the armies into the field, though they seem, indeed, to hold such absolute authority as is sufficient for all purposes, yet are they in truth so dependent both on the senate and the people, that without their assistance they are by no means able to accomplish any design. It is well known that armies demand a continual supply of necessities. But neither corn, nor habits, nor even the military stipends, can at any time be transmitted to the legions unless by an express order of the senate. . . . It is the senate, likewise, that either compels the consuls to leave their designs imperfect, or enables them to complete the projects which they have formed, by sending a successor into each of their several provinces, upon the expiration of the annual term, or by continuing them in the same command. . . .

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COMPARE AND CONTRAST SYSTEMS

Have students share their answers to the Core Worksheet with the class. Draw a Venn diagram on the board, with the following labels: "Roman Republic," "United States," and "Both." Students should work with you to fill in the diagram with details to compare and contrast the governmental systems. Then have students identify specific features in the U.S. Government that were drawn from the Roman Republic.

Tell students to go to the Interactivity for an interactive exploration of the timeline.

Answers

Roots of the Sovereign State fixed borders, a national identity, centralized government with complete authority

Checkpoint Feudalism provided stability and security.

DISCUSS LEGITIMACY

Ask: **What is legitimacy?** Explain that the root of *legitimacy* is from the Latin word *lex*, which means “law.” Ask students how this might relate to the meaning of *legitimacy* (*Legitimacy is literally “legal rule.”*) Clarify that *legitimacy* is the right to rule, granted by the ruled to the rulers. Tell students that even a government that rules by force seeks legitimacy. Ask: **Why is legitimacy important to a government?** (*The government will be more stable and likely to last if the people believe it has the right to rule them.*)

Display Transparency 22A, Legitimacy. Ask: **Which types of legitimacy did the Athenian democracy have?** (*traditional, rule of law*) **the Roman Republic?** (*traditional, rule of law*) **feudalism?** (*traditional, power of personality*) **absolute monarchy?** (*traditional/divine right, power of personality*) **the United States government?** (*rule of law*)

L1 L2 ELL Differentiate Pronounce *legitimacy* for students. Clarify that *legitimacy* is a noun and *legitimate* is the related adjective, meaning that it describes a government that has legitimacy, as in “a legitimate government.” Ask students if they know the verb that means “to make legitimate.” (*legitimize*) Be sure that students see the common root in these words.

EXTEND THE LESSON

L3 Differentiate Distribute the Chapter 22 Section 1 Extend Worksheet (Unit 6 All-in-One, p. 24). Tell students that the worksheet provides parts of the Declaration of Independence. As they read it, they should identify key phrases that relate to legitimacy and then use these phrases to help them answer the question that follows.

L4 Differentiate Have students read the full version of the Declaration of Independence reproduced in their textbook and answer the worksheet question based on the entire document.

L1 L2 ELL Differentiate Read through the worksheet excerpts as a class. Pause after reading each paragraph to have students identify phrases concerning the right to rule and restate the phrases in their own words.

in the cities and towns, and their members demanded a say in government.

The Rise of Monarchies All of these factors began to break down the feudal system, weakening the power of the lords. At the same time, the leaders of the towns began to appreciate the benefits of supporting a central authority and they allied themselves with monarchs. The monarchs, in turn, saw the towns as a source of wealth that could free them from dependence on their vassals.

Therefore, by the late 1400s the powers of the monarchs were expanding, and feudalism was fast disappearing. In nations such as England, Spain, and France, rulers centralized power, establishing national governments with national legal systems, national identities, and, most important for the monarchs, national taxes. Warfare now was between national armies, not between powerful nobles. Monarchs, whose power was absolute or nearly so, no longer needed the lords to support them and could also ignore popular representative assemblies, if they wished, for long periods of time.

To help manage the national government, monarchs hired loyal civil servants typically born in the towns and educated at local universities. Their perspectives were

national, not regional. The state, in the person of the monarch, now had **sovereignty**, or the utmost authority in decision making and in maintaining order. Everyone, including the nobles, was subordinate to that authority.

Because monarchs already existed within the feudal system, they enjoyed the benefits and respect of tradition. A monarch was now recognized as the strongest individual who could best govern a state and protect the people from harm. With sovereignty, the monarch now had the right to make laws for the entire nation and all its people.

Legitimacy

The development of the sovereign state was useful in creating political organization, but claiming sovereignty alone does not establish government. All governments must have legitimacy to rule.

Rulers have strong reasons to seek consent for their rule. This consent is known as **legitimacy**, the belief of the people that a government has the right to make public policy. A legitimate government is one that is accepted by its people and other governments as the sovereign authority of a nation. Leaders may use force to keep power. However, force is difficult to maintain over time.

Governments may gain legitimacy in several ways. One is by tradition. In this case, people accept a certain form of government because their society has long been governed in that way, and people expect their institutions and traditions to be carried on into the future. One type of traditional legitimacy is known as the **divine right of kings**. For hundreds of years, European monarchs based their right to rule on this belief that God had granted them authority. To disobey a monarch was to fight the natural order of society and to commit a sin against God. In theory, monarchs who ruled by divine right did not have to answer to parliaments or to the people, only to God. The divine right of kings drew legitimacy from Europe’s deep-rooted Christian values.

Another way for a government, and in particular one leader, to win legitimacy is through the power of personality. A **charismatic** person with strong leadership skills can often win

charismatic
adj having personal
appeal and
attractiveness



▲ In the 1400s, King Ferdinand and Queen Isabella united their lands in marriage into what became the Kingdom of Spain. The unification of power in Spain, France, and England led to the establishment of colonies overseas.

Teacher-to-Teacher Network

ALTERNATE LESSON PLAN Have students work in groups to create an informational display about one of these forms of government: Athenian democracy, the Roman Republic, feudalism, or a seventeenth-century absolute monarchy. Each display should point out concepts and practices that form the roots of democratic government today. Students should enhance their display with images of political leaders and other appropriate visuals.

To see this lesson plan, go to



popular support. The people agree to allow this person to rule them.

The final and most durable form of legitimacy is created when a government binds itself to the rule of law. The law must be seen as fair and effective for people to trust their government. Constitutional government in the United States is an excellent example of this form of legitimacy.

Colonialism

Beginning in the late 1400s and early 1500s, several European monarchies embarked on a policy of **colonialism**—the control of one nation over lands abroad. European settlers, laws, and religious beliefs spread around the world as rival nations competed for colonial possessions.

Colonial trade and its wealth brought newfound power to merchants, and monarchs adopted mercantilism to control and profit from that situation. **Mercantilism** is an economic and political theory emphasizing money as the chief source of wealth to increase the absolute power of the monarchy and the nation. The policy stressed the accumulation of precious metals, like gold and silver. It also called for the establishment of colonies and a merchant marine and the development of industry and mining to attain a favorable

balance of trade with other countries. Mercantilist policies brought the monarchy and the state deep into the economy. Monarchs taxed imports heavily to protect locally produced goods. Foreigners were required to buy licenses from the state in order to trade with local merchants. Monarchs sought to fill their treasuries and enhance their own and their nations' power.

Mercantilism expanded when European explorers reached the Western Hemisphere. Their explorations there opened new opportunities for trade and farming, but only monarchs had the wealth and power to establish and control new colonies.

The high cost of exploration allowed monarchs to control overseas commerce by setting up companies to **monopolize** trade with the new regions. The company system allowed monarchs to tap new sources of wealth from distant gold and silver mines and from far-flung trade.

European colonization brought about new developments in modern government. Britain's colonial efforts led to the American Revolution and the creation of the United States and its constitutional government. The experiences of other countries originally colonized by Spain, France, Portugal, and even Great Britain, however, differed in several ways from the American experience.

Checkpoint Why is legitimacy important?

monopolize v. prevent others from sharing; control, dominate

SECTION 1 ASSESSMENT

1. Guiding Question Use your completed outline to answer this question: On what early political ideas and traditions was modern government founded?

Key Terms and Comprehension

- 2. How did the Athenian *ecclesia* differ from the Roman Senate?
- 3. What were the main elements of **feudalism**?
- 4. How did the power of **monarchs** change over time?

Critical Thinking

- 5. Understanding Cause and Effect How did the rise of towns and the commercial revolution contribute to the decline of the feudal system?
- 6. Drawing Inferences Why is it necessary that governments gain legitimacy?

Quick Write

Expository Writing: Select a Topic The goal of a compare-and-contrast essay is to analyze similarities and differences between two topics. Select two systems of government or examples of nations that developed into democracies to compare and contrast in your essay. As you read, use a Venn diagram to record similarities and differences between your two selections.

Essential Questions Journal To continue to build a response to the chapter Essential Question, go to your Essential Questions Journal.

Assess and Remediate

L3 Collect the Core Worksheets and assess the students' work.

L3 Assign the Section 1 Assessment questions.

L3 Section Quiz A (Unit 6 All-in-One, p. 26)

L2 Section Quiz B (Unit 6 All-in-One, p. 27)

Have students complete the review activities in the digital lesson presentation and continue their work in the **Essential Questions Journal**.

REMEDIATION

If Your Students Have Trouble With	Strategies For Remediation
Elements of ancient Athenian and Roman governments (Questions 1, 2)	Have students write a summary of the main parts of the government in ancient Athens and Rome under the Republic.
Aspects of the feudal system (Questions 3, 5)	Ask students to make a pyramid showing the hierarchical relationships under feudalism, with the monarch at the top and the serfs at the bottom.
Changes in the power of European monarchs (Question 4)	Have students make a flowchart that describes changes in monarchies from the feudal period to the seventeenth century.
The concept of legitimacy (Question 6)	With students, create a class concept web that records ideas about legitimacy—its forms and purpose.

Answers

Checkpoint Legitimacy allows governments to rule without violence and with the respect of the people.

Assessment Answers

1. The U.S. was founded on principles of democracy, legitimacy, and representative government that have their roots in ancient Athens and the Roman Republic. Ancient Greeks practiced direct democracy and majority rule. The Roman Republic introduced representative government and the veto to check power. Monarchs at the end of the Middle Ages centralized power and established a national government, national legal system, and national identity, leading to the state as the sovereign entity.

- 2. Both were the central lawmaking body. However, the *ecclesia* was based on direct democracy. The Roman senate was a representative government.
- 3. Lords protected and gave land to vassals in exchange for loyalty, labor, military service, and part of the crop. The lords' manors were the basic economic units. Serfs farmed the land and received protection from their vassals in exchange for a share of their crop.
- 4. Under feudalism, monarchs were usually the most powerful lords. As the Black Plague, commercial revolution, and rise of towns

eroded feudalism, monarchs centralized power, creating sovereign states.

- 5. Towns and the commercial revolution weakened feudalism by offering people a way to live freely outside the feudal structure. It also increased the power of landless townspeople through wealth that they lent to the monarchs.
- 6. If citizens do not view their government as legitimate, they may disobey or overthrow it.

QUICKWRITE Students should create Venn diagrams to compare and contrast two systems of government discussed in the chapter.

LESSON GOAL

- Students will do an Internet search for trustworthy information about a news topic.

Teach

BRAINSTORM

Have students brainstorm a list of specific news-oriented sites, such as local or network television sites, e-zines, government sites, and online newspapers. Discuss sites such as blogs and wikis. Explain that these must be carefully evaluated because they rely on individuals' contributions, with little or no oversight.

DEVELOP AN EVALUATION CHECKLIST

List the criteria below on the board. Tell students that they can evaluate the reliability of a Internet source by asking the following questions.

- **Authorship**—Who wrote the site content?
- **Credentials**—Where does the site content originate?
- **Currency**—How up to date is the content?
- **Purpose**—Why has the content been created?
- **Accuracy**—Are there grammar, spelling, or factual errors?

Assess and Remediate

Collect students' research results and grade them. You may also wish to have them answer the What Do You Think questions.

Answers

1. Sample response: Focusing your search saves time. Search terms that are too broad can return thousands of possible sites. Terms that are too narrow might return none.
2. You can compare the information to the same information at a trustworthy Web site. Also, you can trust government sites and reputable news sources, such as *Newsweek* and the BBC.
3. A strong result will include a focused search topic and trustworthy Web sources.

Using the Internet as a News Source

Suppose your teacher gave you the following assignment in Government class: Write a report on this week's visit of Japan's prime minister to the United States. Include major locations where the prime minister spoke and the results of any meetings with the President.

When researching current events, such as the visit of a foreign leader to the United States, Internet news sources are extremely helpful—provided you are careful about evaluating the sources which you use. Major television networks, newspapers, and magazines all have Web sites, and they are usually trustworthy. Examples include CNN, the BBC, National Public Radio, *The Wall Street Journal*, *The New York Times*, and so on. Government Web sites are also excellent sources.

To use the Internet as a news source, follow these steps:

1. Determine your search term(s).

To search most effectively on the Internet, you need to determine a specific term or topic. Searching for a broad subject can yield too

many responses that do not address your questions. For example, "Japan prime minister" will yield thousands of results in a search engine which would take a lot of time to sift through. In this case, you might use the prime minister's name and "U.S. visit."

2. Use a search engine to find information on your topic or to locate specific news sources.

Type in the search term for your topic or the name of a specific news organization, such as *Newsweek*, if you already have one in mind. You can also simply type "news" into a search engine, but it will take you much longer to locate specific information on your topic. News sources that are local to the event may provide unique information and coverage.

3. Be sure that your sources have a reputation for accurate news coverage.

Some news organizations have better reputations for accuracy and objective reporting than others, but findings from all sources should be confirmed with at least a second source. If you are unsure of a source's reliability, compare its information with similar information from a source you know to be trustworthy.

What do you think?

1. Why is it important to determine your topic or search terms before you begin an Internet search?
2. How can you determine the reliability of a news source?
3. **You Try It** Choose a topic in the news related to the government or politics of one of the nations covered in this chapter. Determine your search terms, and then type them into a search engine. Follow the results that you think are good news sources. Take notes about the types of information you find on your topic at each of at least three Web sites you think are trustworthy—reports, editorials, photographs, video, and so on.

GOVERNMENT ONLINE
Citizenship Activity Pack
For an activity to help you use the Internet for research, go to PearsonSuccessNet.com

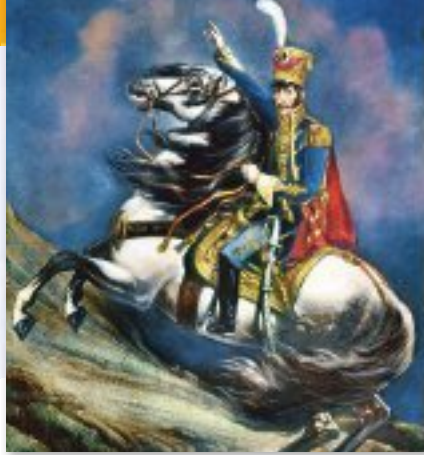


Citizenship Activity Pack

L1 L2 If your students need extra support, use the Citizenship Activity Pack lesson *How to Use the Internet as a News Source*. It includes a lesson plan for you, worksheets that help students analyze Web sites, assessment rubrics, and posters that represent Web sites covering one story in different ways. Students may also access the Citizenship Activity Pack online for activities on How to Use the Internet as a News Source at PearsonSuccessNet.com.

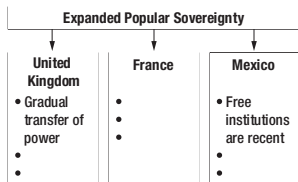
SECTION 2

Ideas and Revolutions



Guiding Question

How have some nations expanded popular sovereignty? Use a flowchart similar to the one below to record information about how different nations have expanded popular sovereignty.



Political Dictionary

- *encomienda*
- guerrilla warfare
- fascism
- communism

Objectives

1. Understand how Enlightenment ideas helped influence the expansion of popular sovereignty.
2. Analyze the role of popular sovereignty in England, France, and around the world.
3. Describe events in Latin America, Asia, and Africa that expanded popular sovereignty.
4. Examine how fascism and communism distort the concept of popular sovereignty.

Image Above: Simón Bolívar led many South American nations to independence from Spain.

In the previous section, you traced the development of governments in Europe from ancient Greece and Rome to the rise of the sovereign state and absolute monarchy. In addition, you discovered how sovereign states gain legitimacy. In this section, you will see how legitimacy leads to stable government. You will also discover how governments without legitimacy can fall to revolutions and tyranny.

The Enlightenment

By the beginning of the eighteenth century, scientific discoveries and new thinking had led to an intellectual movement based on reason and known as the Enlightenment. Some of the most important ideas about modern government, economics, and society were developed at the time, when people began to discuss the rights of individuals to control their own fates and to have a say in their governments.

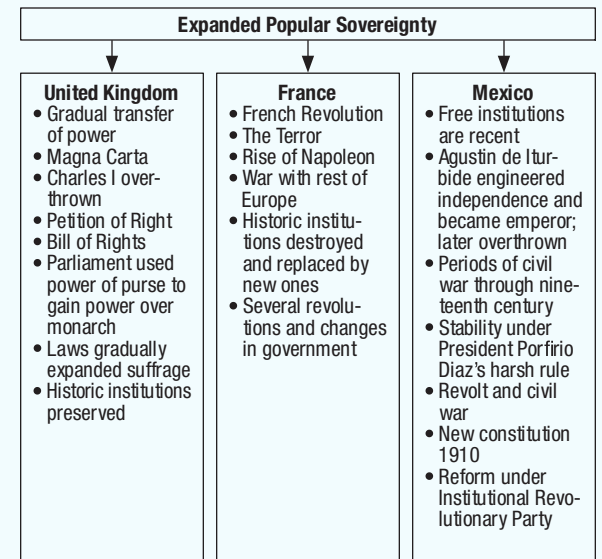
Early in the movement, English political theorist John Locke (1632–1704) put forth the notion of the natural rights of all human beings, including the rights to life, liberty, and property—ideas that later formed the basis for the Declaration of Independence. He built on the view of fellow Englishman Thomas Hobbes (1588–1679): that the people and their rulers are parties to a social contract that defines the rights and powers of each. Economists, including Adam Smith (1723–1790) and David Ricardo (1772–1823), criticized economic policies that helped monarchs grow wealthier while most of their subjects became steadily poorer and less free.

In France, the philosopher François-Marie Arouet (1694–1778), known as Voltaire, advocated reason, freedom of religion, the importance of scientific observation, and the idea of human progress. The ideas of the Baron de Montesquieu (1689–1755) were crucial to political theory during the Enlightenment. His theories about the separation of powers in government, so that different branches may check and balance each other, were integral to what was to become the Constitution of the United States.

As reason and secular thinking began to supersede religious belief, monarchs lost some of their divine legitimacy, and their God-given sovereignty

GUIDING QUESTION

How have some nations expanded popular sovereignty?



Get Started

LESSON GOALS

Students will . . .

- complete a concept web to review Enlightenment ideas.
- use the Think-Write-Pair-Share strategy to write a summarizing sentence connecting Enlightenment ideas with the spread of popular sovereignty.
- discuss the reasons for different paths toward popular sovereignty.
- create a political cartoon to illustrate the relationship of fascism or communism to popular sovereignty.

SKILLS DEVELOPMENT

ANALYZE POLITICAL CARTOONS

Before students use this section's Core Worksheet to create political cartoons about fascism or communism, have them turn to the Skills Handbook, p. S22, to learn more about political cartoons.

Focus on the Basics

FACTS: • Enlightenment thinkers developed new ideas about the relationship between government and the governed. • Popular sovereignty in Britain was based on the Magna Carta, Petition of Right, and Bill of Rights. • Fascist governments glorify the state over the individual. • Communist governments control the economy to serve the workers without regard for individual liberty.

CONCEPTS: types of government systems, popular sovereignty

ENDURING UNDERSTANDINGS: • The Enlightenment emphasized reason and scientific inquiry. • Britain achieved popular sovereignty gradually, while France underwent a bloody revolution. • Nations in Latin America, Asia, and Africa struggled to maintain democracy after independence. • Communist and fascist governments emphasize popular sovereignty but distort the concept.

BEFORE CLASS

Assign the section, the graphic organizer in the text, and the Reading Comprehension Worksheet (Unit 6 All-in-One, p. 28) before class.

L2 Differentiate Reading Comprehension Worksheet (Unit 6 All-in-One, p. 30)

BELLRINGER

Display Transparency 22C, Enlightenment Web, which is a blank concept web with the center oval labeled “Enlightenment Ideas.” Instruct students to fill in the concept web based on their reading.

L1 L2 ELL Differentiate Direct students to begin the concept web by recording the names of thinkers mentioned on the first page of the section. Point out that the text discusses the ideas of Smith and Ricardo together, so students should combine them in the concept web.

came into question. More and more people began to feel that even monarchs governed only because the people granted them the power to do so. If a monarch abused his or her power, he or she broke the social contract with the people and no longer deserved to rule. In this way, popular sovereignty became increasingly important, even in a monarchy. Recall that popular sovereignty is the idea that governments can exist only with the consent of the governed.

Popular sovereignty would eventually form the basis for the many republics and democracies in the world today. Since the eighteenth century, almost every government has had to address issues of popular sovereignty in one way or another.

Two Roads to Popular Sovereignty

Two leading monarchies in Western Europe, Britain and France, took very different paths to popular sovereignty. In Britain, popular sovereignty was achieved gradually. As one of the first modern countries where the people began to have a say in their government,

Britain blended popular sovereignty with deep-seated cultural traditions. Meanwhile, France took a revolutionary route to popular sovereignty and rejected many longstanding traditions.

Democracy in Britain Great Britain, now the United Kingdom, is today a constitutional monarchy. Yet that nation functions as a democracy much like the United States. Britons elect a government that is responsible to them and which draws its legitimacy from their votes and support. Great Britain was not always democratic, however. How did a country once ruled by powerful monarchs become a vibrant democracy?

The UK’s history is marked by the gradual transfer of sovereignty from the monarchy to the people. The Magna Carta in 1215 was the first move toward a constitutional monarchy. In the 1640s, the English people went to war against their monarch, King Charles I. He was tried, found guilty, and executed as a tyrant and traitor in 1649. The Petition of Right of 1628 and the Bill of Rights of 1689 took more authority from the monarch and gave it to Parliament, which represented the people. Parliament controlled “the power of

Two Revolutions

Monarchies in Britain and France adapted to popular sovereignty—one nation peacefully, the other violently. Each country’s transition began with a revolutionary moment that determined the shape of future events. *What were the effects of each form of revolution?*

The French Revolution

1789–1794 The French revolutionary government violently overthrew King Louis XVI, the nobility, and the Church, creating a new republic with new institutions that did not last very long.



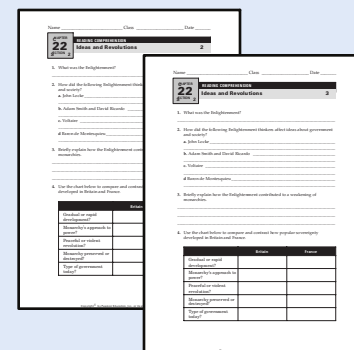
Britain’s Glorious Revolution

1688 Parliament invited William and Mary (above) to peacefully replace King James II on condition that they recognize the authority of Parliament and the rights of individuals.

Differentiated Resources

The following resources are located in the All-in-One, Unit 6, Chapter 22, Section 2:

- L3** Reading Comprehension Worksheet (p. 28)
- L2** Reading Comprehension Worksheet (p. 30)
- L3** Core Worksheet (p. 32)
- L3** Quiz A (p. 34)
- L2** Quiz B (p. 35)



Answers

Checkpoint Popular sovereignty means that all power comes from the people. Democracy is based on the principle of popular sovereignty.

Two Revolutions The French transition resulted in significant bloodshed and the destruction of its historic institutions. Britain’s transition preserved many of its institutions and minimized bloodshed.

the purse,” the right to tax people to fund the government. Through this lever, this representative body gained more and more power over the monarchy.

The conception of exactly who “the people” are has also evolved in the UK as it has in the United States. Well into the nineteenth century, only male property owners could vote, and only those who belonged to officially recognized Protestant churches could hold public office. At times, some of the largest cities in Great Britain had no representation in Parliament at all.

Far-sighted members of Parliament recognized the need for change. In the 1800s, Parliament passed several laws to expand the right to vote. A law passed in 1829 allowed Roman Catholics to hold public office. Landmark parliamentary acts in 1832, 1867, and 1885 reduced and then removed property restrictions. Women gained the right to vote in 1918. By adapting its government to embrace popular sovereignty, Great Britain protected many of its institutions, including the monarchy, Parliament, the legal system, and the Church of England. These institutions have changed to meet the needs of a modern economy and diverse society, but they preserve a link to Britain’s past.

Revolution in France France took a very different route toward popular sovereignty. While the British monarchy compromised with nobles and Parliament gained power, the French monarchy expanded and centralized its authority. Royal power reached its peak under Louis XIV (1643–1715), who famously and accurately proclaimed, “L’état, c’est moi.” (“I am the state.”) He was the **epitome** of the absolute monarch. The continuing concentration of power in the monarchy set the stage for a violent reaction led by those who adopted the concept of popular sovereignty based on reason and the natural rights of the governed.

The French Revolution of 1789 would see the end, temporarily, of the French monarchy, followed by a period of confusion and fear known as the Terror. This period was soon followed by the rise of the empire of Napoleon and war with the rest of Europe. Historic institutions like the monarchy, nobility, church, and law were destroyed and

replaced by new ones. France has undergone a number of revolutions and changes in government since the Revolution of 1789. Today, it is a representative, constitutional democracy, much like the United States, with no monarch.

Does the experience of Britain or France serve as a better model for those countries currently seeking to increase popular sovereignty? The British example was accomplished more slowly and with less bloodshed, but it took hundreds of years before all adult Britons had the right to vote. On the other hand, the instability of a revolution, as in the French model, can lead to chaos and abuse of power. In 1959, for example, many cheered when Fidel Castro overthrew the corrupt dictatorship of Fulgencio Batista in Cuba. However, the destruction of Cuba’s old political system created a vacuum that Castro then filled with his own absolute authority, and Cuba is today as far from a democracy as it has ever been.

Political events in Europe significantly influenced the course of political development in Latin America, Asia, and Africa. However, the colonies in those regions would have very different experiences from those of the European states or of the 13 British colonies that became the United States.

Latin America

Spain, which controlled large portions of North and South America and the Caribbean into the 1800s, established a different system of government in its colonies than did other nations. To control the Indian population and force its subjects to labor in mining and agriculture, the Spanish crown instituted a system called the **encomienda**. Under this system, the monarch granted control of Indians living in a specific area to a settler. The grant did not include ownership of any land, but the settler could demand tribute and work from the Indians he controlled. In return, the settler was supposed to protect the Indians and see that they were instructed in the Catholic faith.

The *encomienda* system basically failed. Settlers took over Indian lands and worked the people to death in virtual slavery. The

 **Checkpoint**
How did democracy
in the UK differ from
democracy in France?

epitome
n. model

Teach

To present this topic using online resources, use the lesson presentations at **PearsonSuccessNet.com**.

DISCUSS THE ENLIGHTENMENT

Display Transparency 22D, Enlightenment Web, which is a completed version of the Bellringer concept web. Use this transparency to discuss Enlightenment ideas. Ask: **Who were some major figures of the Enlightenment?** (*Thomas Hobbes, John Locke, Voltaire, Montesquieu, Adam Smith, David Ricardo*) **What were some of the main ideas of Enlightenment thinkers?** (*Locke: the natural rights of all people; Hobbes: the social contract between the ruler and the ruled; Voltaire: an emphasis on reason, freedom of religion, scientific observation, and human progress; Montesquieu: separation of powers and checks and balances; Smith and Ricardo: economic freedom*) **Why might absolute rulers have viewed Enlightenment ideas as a threat?** (*Sample response: Enlightenment ideas emphasized reason, which eroded public acceptance of divine right. The ideas of natural rights, social contract, and separation of powers would place limits on a monarch’s power and would ultimately make the monarch answerable to the people. Reforming economic policies would remove a source of wealth for the monarch.*) **Why was the Enlightenment important to United States history?** (*These ideas influenced the Framers of the U.S. Constitution and became the foundation of our democracy.*)

Background

COALITION FOR REFORM England had a revolution and beheaded a king, but it was in the 1600s. It led to the English Bill of Rights, which gave Parliament superiority over the king, but gave no rights to the common people. In 1800, fewer than five percent of the British people could vote. The coalition that pressed for reform in Parliament in the 1800s included Enlightenment thinkers who favored a more rational system, middle-class leaders who wanted more representation for the new industrial middle class, and radical leaders supported by workers. Revolts in Europe also emphasized the urgency of reform. Although it took a century to achieve universal suffrage, Britain was one of the few countries in Europe to avoid revolution in the 19th century. Democratic reforms in many countries have been made by similar coalitions of interests.

Answers

Checkpoint Democracy evolved gradually in the UK, while in France, it came through revolution.

ENLIGHTENMENT AND POPULAR SOVEREIGNTY

Write *popular sovereignty* on the board. Remind students that they learned about this concept earlier in the textbook. Underline *popular* and explain that it means “of the people,” and then underline the term *sovereignty* and explain that it is the authority to rule. Therefore, *popular sovereignty* means “rule by the consent of the people.” Have students work in pairs to use the Think-Write-Pair-Share strategy (p. T22) to write a summarizing statement explaining how the Enlightenment relates to the spread of popular sovereignty in Britain and France.

L2 ELL Differentiate Explain that *popular* has a different meaning in *popular sovereignty* from the one with which students might be more familiar—“being liked by many people.” Have students write a sentence using each meaning. Alternatively, write two sentences on the board and have students explain the meaning used in each. For example: “The candidate won the *popular* vote, but did not win the electoral vote.” “The new candidate is more *popular* than the current President.”

Tell students to go to the Audio Tour to listen to a guided audio tour of the map of Latin American independence.

Government
online

All print resources are available
on the Teacher's Resource Library
CD-ROM and online at PearsonSuccessNet.com.

Latin American Independence

► **Interpreting Maps** Most countries in the Western Hemisphere won their independence from Spain or Portugal, which practiced a different form of colonial rule than had Britain in North America. *How did Spanish colonial rule continue to influence governments in Latin America after independence?*



encomienda system was eventually replaced by *haciendas*, large estates to which workers were tied, like serfs. These extensive landholdings would emerge as nearly self-sufficient centers of political and economic power throughout much of Latin America.

When Spain was conquered by Emperor Napoleon of France in the early 1800s, Latin America began to move toward independence. Many colonial elites rejected Napoleon's choice for the Spanish throne, his brother Joseph I, and remained loyal to the deposed Ferdinand VII. Other colonials, most notably Simón Bolívar, were inspired by the same Enlightenment ideas that gave rise to the American and French revolutions. They sought to create a new political order in Latin America, based on popular sovereignty.

Independence When Ferdinand VII regained the Spanish crown in 1814, he agreed to grant greater power to parliament and place some restrictions on the Church. His conservative supporters in the colonies felt betrayed. Thus, in Mexico, Agustín de Iturbide engineered that country's independence in 1821 and had himself crowned its emperor. Iturbide soon would be forced to give up his throne, and Mexico, like many of the new states of Latin America, would fall into periods of civil war throughout the nineteenth century. Most of Latin America similarly won independence from Spain (and Brazil from Portugal) in the decades after Napoleon conquered Spain and left the country too weak to control its colonies.

Obstacles to Stability It was difficult for democracy to take root in the region, however. As in Mexico, political stability was rare in most of what was postcolonial Spanish America.

Why were the new states of Latin America less able to maintain popular sovereignty than the colonies that became the United States? A main reason lay in that those 13 colonies were British, and Great Britain had

Background

SIMÓN BOLÍVAR Born into wealth and educated in Europe, Simón Bolívar personally led the liberation of Venezuela, Colombia, Ecuador, Peru, and Bolivia. Before achieving any of these successes, he wrote a letter in which he anticipated the difficulties Latin America would face after independence. He noted that colonialism, in which Latin Americans held “a position in society no better than that of serfs,” had kept them “in a sort of permanent infancy with regard to public affairs.” He wondered how people who had never even voted would be able to fill “the eminent roles of legislator, magistrate, minister of the treasury, diplomat, general, and every position of authority, supreme or subordinate, that comprises the hierarchy of a fully organized state.” Near the end of his life, discouraged by the failure of democracy in Latin America, Bolívar wrote, “We have achieved our independence at the expense of everything else.”

Answers

Interpreting Maps Spain and Portugal were ruled by absolute monarchs, so the colonists had no tradition of popular sovereignty to draw on. The *encomienda* system, later replaced by the *hacienda* system, created a powerful elite who worked against popular sovereignty.

a tradition of limited representative government, an expanding sense of popular sovereignty, and a population greatly influenced by the Enlightenment. The British colonists, therefore, had existing ideas that formed a basis for wanting and for justifying independence. Although the British monarch was very powerful, there was a belief among British subjects that they had certain rights in the face of tyranny. Also, there were no all-powerful elites in the British colonies, as there were in Latin America, to struggle against independence.

In Latin America, social, political, and cultural traditions originated in Spain and Portugal—nations that at that time had not embraced ideas of popular sovereignty. Those nations were ruled by absolute monarchs, with little popular representation. The Catholic Church also had enormous influence and supported the *status quo*. There was little in the history or traditions of these colonials, for the most part, to help them foster or maintain democratic institutions.

Hacienda landowners were a powerful barrier to popular sovereignty. They did not want to give up their authority, property, and privileges, and they fought among themselves for control of the central government. Once in government, they faced new rebellions because they did little to solve the economic and social problems. This cycle of political disorder was common throughout Latin America into the twentieth century.

Latin America's political troubles slowed its economic development, while relative political stability allowed countries such as Britain, France, Germany, and the United States to embrace the Industrial Revolution and the economic growth that followed.

The Mexican Revolution Throughout the 1800s, Mexico's leaders *grappled*, often violently, with a number of questions. Should there be a centralized or, instead, a federal government? How much power should a single political leader have? How could Mexico remain independent from its powerful neighbor to the north and other major world powers?

President Porfirio Díaz brought the Republic of Mexico its first long period of

stability and economic growth, from 1876 to 1910. His economic plan was based on using cheap labor to work the mineral wealth and large farms of Mexico, and inviting large foreign firms to invest in the exploitation of natural resources. These policies benefited few Mexicans. In time, people revolted against Díaz's harsh rule, beginning a long period of civil war.

In 1917, the revolutionaries won and wrote a new constitution in which the government played a more active role in promoting the quality of Mexican social, economic, and cultural life. Though revolutionaries Emilio Zapata and Pancho Villa were assassinated, the new government absorbed their call for extensive reform in a state-supported political party. The National Revolutionary Party was formed in 1929, but later changed its name to the Institutional Revolutionary Party (PRI). The PRI controlled the government and politics of Mexico until 2000.

Latin America in the Modern Era While Mexico remained stable under the control of the PRI, the period of the 1960s to 1980s proved to be violent elsewhere in Latin America. Throughout the nineteenth century and the first half of the twentieth century, most countries experienced cycles of dictatorship and military control, with wealth and land concentrated in the hands of a few. Democracy sprouted in the region during the 1950s, but continued economic decline and growing inequality fueled demands for real reforms. Many were inspired by the Cuban Revolution in 1959, which, using communist ideology, promised to attend to the basic needs of the people. They often resorted to guerrilla warfare in an attempt to topple their governments. **Guerrilla warfare** is fighting carried out by small groups in hit-and-run raids.

The threat that communist guerrillas and others posed in the 1960s and 1970s led the national armed forces to take more active roles in several countries. Military leaders believed that Latin America's continued economic problems stemmed from the endless debate and corruption of politicians. In its view, the political class had to be curbed and the armed forces had to seize power to strengthen the economy and restore political

Checkpoint
How did Spanish colonialism shape government in Latin America?

status quo
n. condition that currently exists

grapple
v. struggle, wrestle with

COMPARE PATHS TO POPULAR SOVEREIGNTY

Discuss the different paths nations took toward popular sovereignty. Ask: **How did Britain advance toward popular sovereignty?** (*through a gradual transfer of power from the monarchy to the people*) **How did France make this transition?** (*violently, through revolution*) **Why did these nations follow different paths?** (*The British monarchy compromised with the nobles through the Magna Carta, Petition of Right, and Bill of Rights. Parliament took further power from the monarchy through the power of the purse and passed laws to expand suffrage. In contrast, the French monarchy expanded and centralized its authority. This concentration of power set the stage for a violent reaction from supporters of the Enlightenment ideas of popular sovereignty and natural rights.*) **How did Latin America's colonial history influence its path to popular sovereignty?** (*These colonists came from Spain and Portugal—countries ruled by absolute monarchs who did not embrace popular sovereignty. Therefore, these colonists had no history or tradition to support a move toward democracy. Also, the *encomienda* and *hacienda* systems created an elite ruling class that formed a powerful barrier to popular sovereignty.*)

Political Cartoon Mini-Lesson

Display Transparency 22E, Promised Land of Marxism, as an example to help students create their own political cartoon in the core activity. Ask: **Who is the man with the white beard?** (*Karl Marx*) **What is he doing?** (*pointing the way for his followers*) **What does the sun represent?** (*the goals of Marxism—liberté, égalité, fraternité, which means liberty, equality, brotherhood*) **Why do you think Marxism appealed to many working-class people, especially during hard economic times?** (*People who are unemployed or living in poverty would be attracted to promises of a better life.*) **What promise appears on the largest sail?** (*universal suffrage*) **Do Communist governments fulfill this promise?** (*No. In Communist states, all sovereignty lies with the government, not the people.*)

Answers

Checkpoint Spanish colonial policy left new countries with few common institutions, leading to unstable governments and a cycle of violence.

INTRODUCE THE ACTIVITY

Distribute the Chapter 22 Section 2 Core Worksheet (Unit 6 All-in-One, p. 32) and the Rubric for Assessing a Political Cartoon (Unit 6 All-in-One, p. 101). Tell students that in this activity, they will create a political cartoon about fascism or communism and its relationship to popular sovereignty. Students may work individually or with a partner.

Before students begin, brainstorm some ideas about the relationship between these two ideologies and popular sovereignty. Ask students to consider how fascist or Communist governments have made it appear that they ruled by the will of the people. Encourage students to suggest, or give them time to research, slogans or episodes from history demonstrating that fascist or Communist dictators acknowledged the idea of popular sovereignty. When cartoons are complete, have students explain them to the class. Have the class vote on the best one and explain the reasons for their choices.

Name _____ Class _____ Date _____

CHAPTER
22
SECTION 2

CORE WORKSHEET
Ideas and Revolutions
3

Fascism, Communism, and Popular Sovereignty
Use what you have learned in the section, as well as your prior knowledge and additional research, to create a political cartoon on fascism or communism and its relationship to popular sovereignty. Follow the steps below, and use the frame on the next page for your final cartoon.

1. **Select your topic:** Do you want to illustrate fascism or communism?
2. **Brainstorm:** Jot down ideas about how fascism or communism relates to popular sovereignty.
3. **Determine your message:** Use your notes to help you decide how to portray this relationship in the cartoon.
4. **Choose your characters:** Characters in political cartoons may or may not be human. They can be animals, plants, or even symbols.
5. **Develop the situation:** What will happen in your cartoon? What will your characters do? Will you exaggerate aspects of the characters or situation to help make your point?
6. **Consider written elements:** Will your characters say something? Do you need a caption, dialogue, or labels to clarify your message? Will a clever title help focus attention on your message?
7. **Sketch:** Make several sketches of your cartoon, adjusting it each time until you are pleased with the result.
8. **Feedback:** Exchange cartoons with a partner to review each other's work and provide suggestions.
9. **Complete the cartoon:** Based on feedback from your partner, revise your cartoon into final form.
10. **Present your cartoon:** Display your cartoon in the classroom. Be prepared to explain your cartoon to the class, if your teacher instructs you to do so.

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peace. Only then would Latin America prosper. Democracy could come later.

Despite these struggles, the idea of popular sovereignty—government in the name of the people—remained important. Every military leader who intervened in a crisis claimed to be working toward democracy. Nonetheless, military rule soon led to tyranny. Innocent civilians were caught up in heavy-handed efforts to defeat the guerrilla groups.

The events that unfolded in Latin America over this period received little official criticism from abroad. During the Cold War, the United States was concerned chiefly with the spread of the Soviet Union's communist influence in the Americas. The end of the Cold War brought new opportunities for democracy in Latin America.

Asia and Africa

Unlike Latin America, where most countries had won independence by 1830, some of Asia and most of Africa remained under

colonial control through the mid-twentieth century. In theory, by this time, the ruling nations of Europe were preparing colonies in these regions for democracy. In practice, they governed with little respect for native cultures and did not provide the structures the colonies would need to thrive after independence.

The main goal of colonialism was always the control of distant lands to extract resources that would enrich the parent country. At the Conference of Berlin (1884–1885), major European powers carved nearly the entire continent of Africa into colonial holdings, with artificial boundaries that often divided tribal lands or forced diverse groups into a single colony. Not infrequently, a colonial power would favor one segment of the population over another to advance its own interests. These “divide and rule” techniques would leave lasting legacies in many places. In Rwanda, efforts by the Belgians to pit Hutus against Tutsis created tensions that exploded in the mass killings of the 1990s, more than 30 years after independence.

Economically, each colony was directed to export a few specific resources to Europe. After independence, countries often found that reliance on one or a few cash crops or raw materials could drive their economies through cycles of prosperity and depression from year to year. Thus, a fall in the world price for coffee or oil could bring tremendous hardship to an entire country.

Another major problem facing the former colonies in Africa and Asia was that most won their independence in the 1950s and 1960s, at the height of the Cold War. Many countries, such as the former French colony Vietnam, were drawn into the Cold War when the Soviet Union and United States provided arms and money to different sides fighting for control of the newly independent countries.

Under these conditions, it is not surprising that democracy failed to take hold in many newly independent nations. Countries that combined many ethnic groups had few common traditions to build upon. Conflict and mistrust made it difficult to adopt a legal system on which everyone could agree. The only way for a government to gain legitimacy was to improve the lives of the people and bring peace quickly. Unfortunately, this left

► **Interpreting Political Cartoons** The borders of many modern African nations still follow the lines drawn by European colonizing powers at the Conference of Berlin in 1884–1885. *Why is Africa (Afrique in French) represented by a cake in this cartoon?*



Debate

After students have studied various ways in which nations have tried to achieve popular sovereignty, use the following quotation to start a debate.

“Those who make peaceful revolution impossible will make violent revolution inevitable.”

—President John F. Kennedy

Ask: **Do you agree or disagree with President Kennedy?** As an alternative to an oral debate, you could ask students to write their response in their journals.

Answers

Interpreting Political Cartoons Possible response: The European powers wanted Africa for its resources. The cake represents the resources that the Europeans intended to divide up among themselves and consume.

governments vulnerable to economic crises and appealing figures who easily became dictators. Because most former colonies had underdeveloped economies, there was no large middle class to balance the interests of the vast numbers of poor and of the few elite. The military often stood as the only recognizable national institution, so it could intervene in a crisis with much popular support. However, in almost every case, the military then refused to give up power after the crisis and repressed its critics.

Fascism and Communism

The experience of dictatorship has been common throughout the world. Two of the political philosophies that created the most

powerful and destructive dictatorships, particularly in Europe and Asia, are fascism and Communism. **Fascism** describes a centralized, authoritarian government with policies that glorify the state over the individual. **Communism** is principally an economic theory, and you will read more about the economics of Communist states in the next chapter. In the context of government, communism describes a state based on the idea of complete government control of the economy to serve the welfare of workers, without regard for individual liberty. Although the two political movements are quite distinct, they share some traits.

Both Communist and fascist governments go to great lengths to address the idea of popular sovereignty, though in doing

Checkpoint
What factors affected government in newly independent countries in Asia and Africa?

EXTEND THE LESSON

L3 Differentiate Have each student sign up to research a country in Latin America, Africa, or Asia that experienced dictatorship in the twentieth century. Have students make a chart identifying the forms of illegitimate power that dictators used to gain and hold office. For each illegitimate form of power, have students (a) describe it, (b) identify conditions and interests that supported it, and (c) describe its effects on the people. Then have students who researched each continent meet together and create a three-column chart on all the countries with the information they collected. Have them present their chart to the class and discuss any patterns that emerge.

L2 ELL Differentiate Have students create a circular flowchart of the cycle of disorder, military control, and dictatorship in Latin America in the nineteenth century. Then have them create a second flowchart showing how the cycle changed in the twentieth century with the addition of communism and guerilla warfare.

L4 Differentiate This section poses the question of whether revolutionary political change opens the door to abuse of power. Have students research at least five revolutions on different continents, including the American and French revolutions. Have them use the evidence from those revolutions to write an essay answering the question. Essays should suggest the best ways to avoid abuse of power in the transition to democracy.

Tell students to go to the Audio Tour to listen to a guided audio tour of the “Fascism and Communism” diagram.

GOVERNMENT ONLINE
Audio Tour
Listen to a guided audio tour of this diagram at PearsonSuccessNet.com

Fascism and Communism

Fascism and communism are totalitarian political systems in which the state has complete control over society, but they differ in some goals and economic policies. *How did fascist and Communist governments benefit from identifying and attacking an “enemy of the people”?*


Similarities

- One-party states with no free elections or fair courts
- People gathered into a mass movement against an enemy
- A strong military and militarized society
- Government-controlled media broadcasting propaganda and censored news



Nazi youth parade in Germany ▶

Differences




Fascist state

- Nation defined on racial or ethnic terms
- Foreign powers and minorities are the enemy
- State-directed economy with private enterprise
- Some religions tolerated but controlled

Adolf Hitler, Fascist dictator Germany, 1933–1945

Communist state

- State embodies the working class
- Global capitalism is the enemy
- State-controlled economy
- Religion discouraged or outlawed



Josef Stalin, Communist dictator Soviet Union, 1924–1953

Background

BENITO MUSSOLINI World War I had left Italy’s economy in ruins. Backed by many unemployed war veterans, Benito Mussolini organized the Fascist Party. He formed armed groups called Black Shirts, who terrorized political opponents. In 1922, the Black Shirts marched on Rome, bringing Mussolini to power. He set about removing all institutions of democratic government. Mussolini was wildly popular at first. He promised to restore Italy to the glory of Rome. He built roads, restored Roman statues, and made the trains run on time. He had his photo hung in every classroom with the caption “Mussolini is always right.” Mussolini held power through intimidation and carefully crafted propaganda. During World War II, Mussolini joined Adolf Hitler in the Pact of Steel. However, as the Allies advanced into Italy, Mussolini was overthrown by members of his own Fascist party and later shot by his fellow Italians.

Answers

Checkpoint Colonialism introduced and worsened ethnic conflicts within states, oriented national economies to serve the colonizing power’s market, and left countries unprepared for self-government. Cold War conflicts created additional problems.

Fascism and Communism Possible response: This tactic rallied the people to support the government in fighting the common enemy while diverting attention away from the nation’s problems and government abuses.

Assess and Remediate

L3 Collect the Core Worksheets and assess the students' work using the Rubric for Assessing a Political Cartoon (Unit 6 All-in-One, p. 101).

L3 Assign the Section 2 Assessment questions.

L3 Section Quiz A (Unit 6 All-in-One, p. 34)

L2 Section Quiz B (Unit 6 All-in-One, p. 35)

Have students complete the review activities in the digital lesson presentation and continue their work in the Essential Questions Journal.

REMEDIATION

If Your Students Have Trouble With	Strategies For Remediation
The concept of popular sovereignty (Questions 1, 6)	Work with students to create a continuum that shows the development of popular sovereignty from a dictatorship to a modern democracy.
Enlightenment ideas (Question 2)	Tell students to review their concept webs from the lesson and review the text to add any additional details.
Causes of instability in post-colonial Latin American nations (Questions 3, 4, 5)	With students, create a cause-and-effect chart that lists causes and effects of instability in post-colonial Latin American nations, such as Mexico.

Answers

Checkpoint Both are authoritarian systems of government built around an all-powerful state. Fascism is a nationalist, racist ideology, while communism is an economic ideology built on Marx's ideas of the class struggle.

Assessment Answers

- 1. Some nations, such as Britain, underwent gradual changes that transferred power from monarchs to the people with minimal bloodshed or destruction of institutions. Other nations, such as France and former colonies in Latin America, experienced violent change that did away with the monarchy and most traditional institutions. They experienced civil wars and political and economic instability on their path toward popular sovereignty.
- 2. that all human beings have natural rights, including the rights to life, liberty, and prop-

- erty; that the people and their ruler are parties to a social contract that defines the rights and powers of each; the importance of a separation of powers in government; that monarchs governed only because the people granted them that power
- 3. oppose the revolutionaries
- 4. The military used the chaos and threat of guerilla warfare to justify repression and violent military campaigns, strengthening their power.
- 5. Mexico's social, political, and cultural traditions originated in Spain, a nation that had

- not embraced ideas of popular sovereignty. The colonists had little history or tradition to help them create a successful democracy. Also, Mexico had a powerful elite—the hacienda landowners—who worked against popular sovereignty. The elite fought among themselves to control government and did little to solve social and economic problems, resulting in cycles of political disorder.
 - 6. to help them claim legitimacy
- QUICK WRITE** Students should include details about the two selected systems of government.

Checkpoint
How are fascism and communism different and alike?

so they distort that concept significantly. As radical movements, they raise some concerns also found in the French Revolution, most notably: Does revolution open the door to the abuse of power?

Fascist Governments Historic examples of fascism include Adolf Hitler's Germany, (1933–1945), Benito Mussolini's Italy (1922–1943), and Francisco Franco's Spain (1936–1975). These regimes embraced a right-wing, militaristic, ultranationalist ideology that, especially in Germany, included intense racist elements. Typically, a charismatic leader heads an all-powerful political party that incites violence against all who disagree with the party or with the ruling clique. The leader also heads a state that assumes control over social and economic policy in the supposed interests of the nation. "The people" is narrowly defined to exclude cultures and ethnic groups outside the national majority, most infamously in Nazi Germany. Democratic processes are viewed with suspicion, as they lead to debate and perceived delays that prevent the government from working to help "the people." Needless to say, fascist governments rarely helped the people as much as they promised.

It is not a coincidence that these governments emerged out of the economic depressions of the 1920s and the 1930s. In such difficult times, people often look for scapegoats, and, as in Latin America in later decades, they hope for a strong military hand to restore order and prosperity. Hence, in Nazi Germany, Hitler pointed to the Jews as the source of German woes, and, in Italy, many supported Mussolini because they were pleased by the fact that he "made the trains run on time."

Communist Governments Communist states promote a left-wing ideology based on the theories of Karl Marx. Marx believed that the workers of the world would overthrow the capitalist free-market system and replace it with their own rule. Unlike fascist governments, Communist regimes downplay the importance of the nation in lieu of "the people," representing farmers and workers. However, they too promote a powerful single party and a strong military.

Like fascism as it was practiced in Italy and Germany, the tremendous decision-making power given to government "in the name of the people" in a Communist state regularly leads to repression and suspension of civil rights. All sovereignty lies with the government and none with the people. You will read more about communism's economic goals in Chapter 23.

SECTION 2 ASSESSMENT

Essential Questions Journal
To continue to build a response to the chapter Essential Question, go to your Essential Questions Journal.

- 1. **Guiding Question** Use your completed flowchart to answer this question: How have some nations expanded popular sovereignty?
- Key Terms and Comprehension**
- 2. What major ideas relating to government developed during the Enlightenment?
- 3. What role do counter-revolutionaries play in a revolution?
- 4. How does guerrilla warfare often lead to the strengthening of militaristic governments?

- Critical Thinking**
- 5. **Express Problems Clearly** Why did Mexico face difficulties in creating a successful democracy following independence in 1821?
 - 6. **Draw Inferences** Why do fascist and Communist governments claim to govern by the consent of their people?

Quick Write

Expository Writing: Research for Examples and Details When writing a compare-and-contrast essay, you should include details that support the comparisons and contrasts you discuss. Use your textbook, the library, and reliable Internet sources to add details and examples to the notes you made in your Venn diagram in Section 1. Review the notes to delete details that are unimportant or do not relate to both systems.

SECTION 3

Transitions to Democracy



Guiding Question

How successfully have some nations achieved democratic government? Use a table similar to the one below to record information about modern transitions to democracy.

Russia	Iraq	Yugoslavia
<ul style="list-style-type: none"> • 1985—soft-liner Gorbachev becomes general secretary • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Political Dictionary

- hard-liners
- soft-liners
- democratization
- democratic consolidation
- genocide
- failed states

Objectives

1. Understand how regimes can change from dictatorship to democracy.
2. Describe the fall of the Soviet Union.
3. Explain the factors necessary for democratic consolidation to take place.
4. Analyze why some countries experience setbacks or failed transitions to democracy.

Image Above: Germans celebrate the fall of the Berlin Wall in November 1989.

When the political scientist Samuel Huntington studied the rise of democracy through history, he noticed an interesting pattern: Democratization tends to happen in waves across the world. The good news from Huntington's study is that the number of democracies rises gradually over time. However, this news is tempered by his other major conclusion—that not all those countries swept up by a democratic wave achieve a stable democracy. Some do fall back into authoritarianism.

Openings for Democracy

Democracy takes root when competing groups cede the power to control a society and agree to compromise and cooperate to make government work. In the modern era, new democracies have often been born out of toppled dictatorships.

Dictatorships often find themselves on the defensive. The principle of popular sovereignty forces dictators to explain why they put limits on basic freedoms. Some dictators argue that the state must be strong to create a better society in the long run. Others point to foreign enemies or domestic unrest to justify their repression, and some blame economic underdevelopment.

Both internal and external pressures can create splits and discord within a dictatorial regime. **Hard-liners**, who fight to maintain the status quo, may do battle with **soft-liners**, who want to reform governmental policies or procedures but keep the current government in place.

Interestingly, soft-liners do not always prefer democratic government. Many support reforms meant to strengthen their hold on power. Nevertheless, the splits they provoke can create opportunities for change. Influential individuals can then lead social movements to bring about real reform.

Individuals from all walks of life influence democratization. Lech Walesa, a labor organizer whose struggles led to the peaceful end of communism in Poland, worked in a shipyard. Vaclav Havel, an intellectual, poet, and playwright, led a march to democracy and became president of his country, Czechoslovakia, and, later, the Czech Republic.

GUIDING QUESTION

How successfully have some nations achieved democratic government?

Electoral College		
Russia	Iraq	Yugoslavia
<ul style="list-style-type: none"> • 1985 Gorbachev becomes general secretary • reforms based on <i>perestroika</i> and <i>glasnost</i> • Yeltsin declares Russian Republic sovereign • 1991 coup against Gorbachev fails • Soviet Union breaks into independent republics • 1991 Gorbachev resigns • new Russian constitution proclaims a democratic republic, with individual rights and freedoms • Putin concentrates power and restricts civil liberties 	<ul style="list-style-type: none"> • 2003 U.S. topples Hussein • 2005 Iraqis elect parliament • Iraqis approve new constitution • success depends on three competing groups working together to build democratic institutions 	<ul style="list-style-type: none"> • Communist rule weakens • Regional leaders inflame ethnic differences for personal gain • Provinces declare independence and fight with each other for land • Bosnian genocide • NATO intervenes to end fighting • Yugoslavia ceases to exist

Get Started

LESSON GOALS

Students will . . .

- discuss the challenges to democratic transitions.
- complete a chart to list the factors contributing to greater democracy and to failed democracy.
- analyze how Haiti and Iraq could succeed or fail in their transitions to democracy.

SKILLS DEVELOPMENT

DRAW INFERENCES AND CONCLUSIONS

This section's Core Worksheet asks students to list factors affecting democratic transitions in Haiti and Iraq, and to predict whether those transitions will be successful. To assist students, you can refer them to the Skills Handbook, p. S19, to learn more about drawing inferences and conclusions.

Focus on the Basics

FACTS: • *Democratization* is a change from dictatorship to democracy. • Democratic consolidation occurs when a country firmly establishes a free press, a multi-party system, civilian control of the military, interest groups, economic opportunity, and a professional civil service. • Russia has made the transition to democracy, but is showing signs of a return to centralized power. • Iraq and Haiti have not achieved democratic consolidation. • Sudan, Afghanistan, and Somalia are examples of failed states.

CONCEPTS: democracy, role of government

ENDURING UNDERSTANDINGS: • For democracy to succeed, democratic consolidation must follow democratization. • Democracy takes root when competing groups cooperate to make government work. • All democracies are based on popular sovereignty. • Failed states can become a refuge for terrorists.

BEFORE CLASS

Assign the section, the graphic organizer in the text, and the Reading Comprehension Worksheet (Unit 6 All-in-One, p. 36) before class.

L2 Differentiate Reading Comprehension Worksheet (Unit 6 All-in-One, p. 37)

BELLRINGER

Write on the board: **High school graduation is a major transition. What changes will you need to make and what new responsibilities will you have to accept to make that transition successful? How can having more freedom be a challenge? Respond in your notebook.**

Teach

To present this topic using online resources, use the lesson presentations at **PearsonSuccessNet.com**.

DISCUSS DEMOCRATIC TRANSITIONS

Explain that this lesson is about transition from one type of government to another—to more democratic government—and the challenges nations face when they attempt this change. Clarify that a *transition* is a major change. Discuss students' answers to the Bellringer. Especially focus on how more freedom can be challenging. Ask: **How can a transition from dictatorship or colonial rule to democracy be difficult, even though it is a positive development?** (*More freedom means more responsibility. Instead of being told what to do, citizens in a democracy must participate in the government, take responsibility for voting and overseeing the acts of their government, and think for themselves.*) Draw a chart like the one below on the board, and have students answer these questions: **What factors lead to more democracy? What factors lead to the failure of democracy?**

Transition to Democracy	
Factors Leading to More Democracy	push for popular sovereignty, hardliner-softliner clashes, strong leaders, free press, multiple parties, civilian control over the military, interest groups, economic opportunities, fair and open economic system, professional civil service, common trust among citizens
Factors Leading to Failure of Democracy	civil war, distrust, competition among groups for power, ethnic violence, independent and powerful military, no history of free institutions, weak economy

Answers

Checkpoint Soft-liners work to reform dictatorships from within, while hard-liners try to hold power against change.

Caption Putin was able to revive Russia's flagging economy.

Other individuals avoid politics but still influence public opinion. Russian author Alexander Solzhenitsyn wrote *The Gulag Archipelago* to expose the network of prison camps in his country and spurred the cause of human rights in the Soviet Union.

Then, too, some individuals are able to encourage democracy from beyond the borders of their own country. Pope John Paul II, a native of Poland, inspired the people of his homeland and maintained pressure on Eastern European countries to move them toward democracy.

Fall of the Soviet Union

The collapse of the Communist regimes in Eastern Europe contributed to the fall of the world's first Communist superpower, the Soviet Union, which was the successor to the Russian empire. From the Revolution of 1917 until 1990, the Communist Party was the only political party allowed to operate in the Soviet Union.

A new stage of Soviet government began in 1985 when Mikhail Gorbachev became general secretary of the party. As a soft-liner, Gorbachev undertook a reform program that rested on the principles of *perestroika* and *glasnost*. *Perestroika* called for a wide-ranging restructuring of political and economic life. *Glasnost* was the policy of openness, under which the government increased its tolerance of dissent and of freedom of expression.

flagging
adj. lagging, losing energy



Prime Minister Vladimir Putin (right) of Russia reversed many democratic reforms of the 1990s and effectively chose his own replacement as President, Dmitry Medvedev. **Why was Putin able to assert strong control over Russia?**

Transition to Democracy Changes occurred rapidly after Boris Yeltsin was elected president of Russia in 1991. Russia was then still a republic within the Soviet Union. Although it was not independent, Yeltsin used his position to confront Gorbachev, resigning from the Communist Party and declaring the laws of the Russian Republic sovereign over Russia's population and its territory.

In August 1991, Gorbachev and his wife were vacationing when a group of hardline Communist Party leaders placed him under house arrest. They wanted a return to the policies of the old Soviet government.

When the Russian public heard of this attempted coup, thousands of protesters took to the streets of Moscow, led by Yeltsin. After several tense days, the conspirators surrendered. The coup had failed. Extraordinary events followed. The three Baltic Soviet republics of Estonia, Latvia, and Lithuania were the first to depart from the Soviet Union. Soon, the remaining 12 left the Union as well.

As the elected leader of the dominant Soviet republic of Russia, Boris Yeltsin's power overshadowed that of Gorbachev. Recognizing reality, Gorbachev resigned on December 25, 1991. By the end of the year, the Soviet Union had ceased to exist.

Independent Russia A new constitution was approved in a national referendum in late 1993. It proclaims the Russian Federation to be "a democratic, federal legally based state with a republican form of government." It also set out a new government structure and contains an extensive list of individual rights and freedoms.

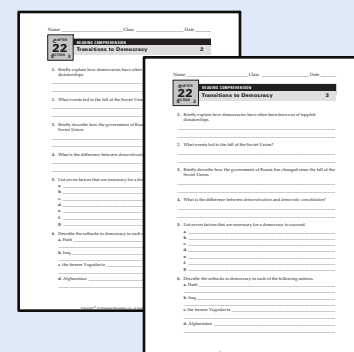
Boris Yeltsin kept his presidential role under the new constitution, and he was reelected in 1996. Soon thereafter, the economy began to spiral downward. Yeltsin suffered serious health problems and was accused of corruption in his inner circle.

In a surprise move, Yeltsin resigned at the end of December 1999, yielding the presidency to his prime minister, Vladimir Putin. Putin won election on his own in 2000 and again in 2004. Though Putin's reputation as a political strongman allowed him to revive the **flagging** economy, that same reputation drew criticism as he increasingly concentrated

Differentiated Resources

The following resources are located in the All-in-One, Unit 6, Chapter 22, Section 3:

- L3** Reading Comprehension Worksheet (p. 36)
- L2** Reading Comprehension Worksheet (p. 37)
- L3** Core Worksheet (p. 38)
- L2** Extend Activity (p. 39)
- L3** Quiz A (p. 40)
- L2** Quiz B (p. 41)



power in the presidency and restricted civil liberties. In 2007, Putin's United Russia Party took control of the legislature in a questionable election. Putin announced he would serve as prime minister and engineered the election of an ally, Dmitry Medvedev, to the presidency, leading some observers to wonder if dictatorship had not returned to Russia.

Democratic Consolidation

So far, you have read about the process of democratization, studying the example of the Soviet Union. **Democratization** refers to the change from dictatorship to democracy and is marked by the holding of free and fair elections. What must happen, once change occurs, to ensure that democracy takes root?

Essentials of Democracy As opposed to democratization, **democratic consolidation** is a much longer process that takes place as a country firmly establishes all those factors considered necessary for a democracy to survive. These factors include a free press, a true multiparty system, civilian control over the military, a vibrant collection of interest groups, an economic system that offers clear opportunities for advancement, and a professional civil service. Some of these elements may not be present in the early stages of transition. Many take time to become firmly established.

Most of all, democratic consolidation occurs when a society establishes a sense of common trust among its citizens. Because many transitions take place following a civil war or a dictatorship that pitted one group against another, mutual trust can be difficult to establish. However, when it is achieved, democracy stands on a solid footing.

Haiti The political history of the Caribbean nation of Haiti has been more troubled. It is the poorest country in the Western Hemisphere, and the process of democratization has been extremely difficult.

The Duvalier family, which ruled the country brutally for 29 years, fled in 1986. After four years of provisional governments, a presidential election was held, and Jean-Bertrand Aristide took office. Members of the armed forces still loyal to the Duvaliers

promptly overthrew Aristide. The international community cut off aid to Haiti and called for Aristide's return, and the military rulers finally withdrew in 1994. In 1996, Aristide handed over power to his political ally, René Préal. However, Aristide and Préal each led large blocs of supporters in Haiti's parliament and refused to work together. Both sides were accused of corruption.

When Aristide recaptured the presidency in 2000 in a rigged election, the United States and other countries threatened new sanctions if democratic procedures were not followed. Instead, Aristide, once a champion of democracy, became more of a dictator. In 2004, an



Democratic Consolidation

What Makes Democracy Succeed?

Several factors must be in place in order for a democratic system of government to take root and flourish. Which of these factors do you think is most important? Explain.

Factors	Why they matter
A free press	The media reports on the government's actions and communicates ideas for change.
Multiple parties	Competition forces the government to listen to voters.
Civilian control of the military	Clear control prevents the military from taking power.
Economic opportunity for all	Education and hard work reward people for working within the law.
Professional civil service	Bureaucrats are less likely to be corrupt and keep government functioning when changes in leadership occur.
Common trust among citizens	Everyone shares a wish for the government to thrive and settle disputes peacefully.

L2 ELL Differentiate Clarify the difference between *democratization* and *democratic consolidation*. Tell students that *democratization* is the initial move toward democracy. For example, a nation might hold free and fair elections for the first time. *Democratic consolidation* is a later and longer process of firmly establishing the democratic factors, so that democracy will last. For example, it takes time to build mutual trust among rival groups following a civil war.

DISTRIBUTE CORE WORKSHEET

Distribute the Chapter 22 Section 3 Core Worksheet (Unit 6 All-in-One, p. X). Students will complete the chart on the worksheet to list factors that could lead to the success of democratization and factors that could lead to failure in Haiti and Iraq.

L3 L4 Differentiation Students can research the current situation in these countries relating to factors necessary to democratic consolidation.

Name _____ Class _____ Date _____

CHAPTER 22

CORE WORKSHEET

Transitions to Democracy

3

Complete the charts below by listing factors that could lead to a successful democratic transition, or to the failure of democracy, in Haiti and Iraq. Use your lists to write a prediction about how successful the democratic transition will be in each nation.

HAITI

Factors for Success	Factors for Failure

Prediction for Haiti:

IRAQ

Factors for Success	Factors for Failure

Prediction for Iraq:

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Background

DEMOCRATIZATION Political scientist Samuel Huntington identified three waves of democratization: 1828 to 1926, 1943 to 1962, and the 1970s and 1980s. Huntington saw five reasons for the latest wave: the lack of legitimacy of dictatorships facing military defeat and economic woes, better standards of living that led to better education and rising expectations, pressure from religious institutions, pressure from the world community, and the snowballing effect of democratization in other countries. Conditions he viewed as favoring democratic consolidation include previous efforts to democratize, strong economic development, support from the international community, internal sources of the drive to democratize, and a peaceful transition.

WRAP UP

As a class, review students' work on the Core Worksheet. Which factors might help Haiti and Iraq be successful in their transitions to democracy and which factors could cause them to fail? Ultimately, do students think that Haiti and Iraq will succeed?

Answers

Checkpoint Democratic consolidation is the strengthening of democracy within a country. **What Makes Democracy Succeed?** Possible response: Common trust is most important, because everyone must believe in democracy and work together to preserve it for democratic consolidation to occur.

EXTEND THE LESSON

L3 Differentiate Divide students into four groups assigned to Czechoslovakia, Hungary, Poland, and the Soviet Union. Have students in each group research and create a large flowchart showing how the country became Communist, how the Communist government maintained control, and how the Communist government ended. Have them illustrate the flowchart with art or clippings from magazines.

L1 Differentiate Have students research and prepare a short illustrated booklet for younger students on a person who influenced a change from communism to democracy, such as Lech Walesa, Vaclav Havel, Alexander Solzhenitsyn, or Pope John Paul II.

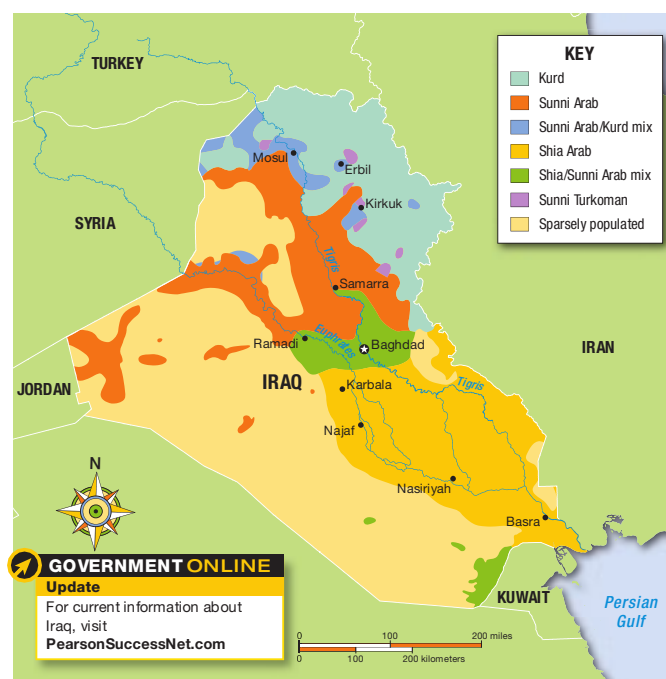
L2 Differentiate Distribute the Extend Activity entitled "Foreign Governments" (Unit 6 All-in-One, p. 39), which asks students to select a foreign government and research to find out information about it.

L4 Differentiate Divide students into an even number of small teams. Assign equal numbers of teams to debate for and against the idea that one country can export democracy to another. Have pairs of teams take turns debating. Then poll the class on which were the best arguments and if the debate changed anyone's mind. You may wish to have students use the Debate strategy (p. T25).

Tell students to go to the Online Update for current information about Iraq.

Divisions in Iraq

► **Interpreting Maps** A large majority of Iraq's inhabitants are Muslim, but they adhere to different forms of Islam and belong to many different ethnic groups speaking different languages. *How can religious and linguistic divides pose challenges for a new democracy?*



armed revolt ousted Aristide. Haiti is now ruled by a provisional government and a UN peacekeeping force. René Préval was returned to the presidency in a disputed election in 2006. Poverty and lawlessness still plague Haiti, and there are doubts that a functioning democracy can be established there any time soon.

Iraq In 2003, the United States led an invasion that toppled Saddam Hussein's brutal dictatorship in Iraq. The United States, established under the democratic principles of the Declaration of Independence and the Constitution, is committed to building a democracy amid the strife and sectarian violence there.

The few instances in which one or more countries have attempted to establish democratic institutions in another country have been filled with difficulties. There have been spectacular successes, notably in Japan and Germany in the years following World War II, but what does the future hold for Iraq?

As the country has no history of free institutions upon which a democracy might be built, the effort to bring democracy to Iraq faces enormous challenges. The people of Iraq comprise many ethnic groups and religious traditions, and there are few significant unifying traditions to bring the nation's diverse Kurdish, Shia Arab, and Sunni Arab populations together as a tolerant and peaceful whole.

However, the people of Iraq have a common interest in reducing violence and restoring order in the country. Iraq has large oil reserves that could help the country to recover economically if peace returns. In 2005, Iraqis elected an interim parliament that drafted a new constitution. Iraqi voters approved the constitution, creating the basis for a new democratic government. The success of Iraqi democracy depends on the ability of the three competing groups to work together and build democratic institutions acceptable to all.

Setbacks and Failed Transitions

While some countries have successfully established democratic governments, and many others have begun the democratization process, a third group of countries has failed.

The costs of failure are great. Many countries today find that they must confront new problems, previously hidden by dictatorial rule, when they attempt to move toward democracy. Countries that fail to transition to democracy can pose a threat to other

Answers

Interpreting Maps Possible response: Diverse languages and religious backgrounds make it difficult to bring the people together into a tolerant and peaceful whole. Different factions may compete for dominance rather than work together to build democratic institutions acceptable to all.

Political Cartoon Mini-Lesson

Display Transparency 22F, *Democracy in Bloom*, when you discuss the struggle toward democracy in Iraq. Ask: **What does the flower represent?** (*democracy*) **Where is it growing?** (*in Iraq*) **What is the significance of the objects surrounding the pot?** (*Efforts are being made to cultivate democracy in Iraq.*) **What is the significance of the plant's tattered leaves?** (*Growing democracy in Iraq has not been easy. Opposing forces have harmed it.*) **Does the cartoonist hold an optimistic or pessimistic view toward democracy in Iraq? How do you know?** (*Sample response: optimistic. The cartoonist shows the flower of democracy blooming, despite its tattered leaves.*)

countries if they open safe havens for international terrorist groups.

Ethnic Violence The country of Yugoslavia no longer exists. Founded in 1918, Yugoslavia included people from three major religions and many ethnic groups.

When Communist rule began to weaken in the late 1980s, regional political leaders inflamed ethnic differences for their own personal gain. By playing up old battles, they hoped to position themselves as the leaders who could correct past wrongs. The country split apart. Several provinces of Yugoslavia declared independence and went to war with one another for control of land that multiple ethnic groups believed was theirs by right or by history. The province of Bosnia-Herzegovina, peopled with a mix of Muslims, Serbians, and Croats, was targeted by forces supported by neighboring Serbia and Croatia. This province saw the most intense fighting, and Bosnians suffered **genocide**, or the attempted extermination of a cultural, racial, or national group. About 200,000 civilians were killed, and many more were forced out of the country as refugees. The conflict ended only when NATO intervened to stop the fighting. Instead of leading to democracy, the end of dictatorship in Yugoslavia triggered the bloody breakup of the country into at least five independent states.

Failed States Other countries remain similarly troubled. Their inability to find stability

has even raised security concerns for other states. Countries such as Sudan and Afghanistan include large regions that remain outside the control of their own governments. Somalia, in East Africa, does not have a functioning government, and most of the country is ruled by warlords. These countries are known as **failed states**. In most of these areas, security is nonexistent, the economy has collapsed, the healthcare and school systems are in shambles, and corruption flourishes.

International terrorist groups have found refuge in these lawless lands, and have used them as bases to plan and train for acts of violence. The Soviet Union occupied Afghanistan in the 1980s. Withdrawing in 1989, it left the country too devastated by war to recover. Afghans who had fought against the Soviets now turned their arms against each other for control of provinces, and Afghanistan became a failed state. Other nations did not get involved in Afghanistan, and few believed anything could be done to end the fighting between warlords. The anarchy provided a haven for Osama bin Laden and his al Qaeda terrorist network to plan their attacks on the United States on September 11, 2001. In response to those attacks, U.S. troops moved into Afghanistan and helped establish a democratic government. However, large portions of the country remain outside central authority despite the election of a government with a president.

Checkpoint
What can happen when democracies fail?

Assess and Remediate

- L3 Collect the Core Worksheets and assess students' work.
- L3 Assign the Section 3 Assessment questions.
- L3 Section Quiz A (Unit 6 All-in-One, p. 40)
- L2 Section Quiz B (Unit 6 All-in-One, p. 41)

Have students complete the review activities in the digital lesson presentation and continue their work in the **Essential Questions Journal**.

REMEDIATION

If Your Students Have Trouble With	Strategies For Remediation
Democratization (Questions 1, 2, 3, 4, 5)	Have students work with a partner to outline the section; tell them to include definitions of key terms in their outlines. Then review the outlines as a class.

SECTION 3 ASSESSMENT

Essential Questions Journal
To continue to build a response to the chapter Essential Question, go to your **Essential Questions Journal**.

1. **Guiding Question** Use your completed table to answer this question: How successfully have some nations achieved democratic government?
- Key Terms and Comprehension**
2. What role can **soft-liners** play in a dictatorship?
3. Why is **democratic consolidation** important?

- Critical Thinking**
4. **Making Comparisons** Why have Iraq and Russia experienced different outcomes in their respective transitions to democracy?
5. **Drawing Inferences** How might the United States help other countries build strong, independent democratic institutions?

Quick Write

Expository Writing: Write a Thesis Statement As in other types of essays or reports, you need to formulate a thesis statement to direct your thinking, research, and writing. Review your notes from Sections 1 and 2 to find one overarching concept that connects your categories and questions. Write a thesis statement that expresses that concept.

Answers

Checkpoint Failed democracies can lead to dictatorships or failed states and an increase in violence.

Assessment Answers

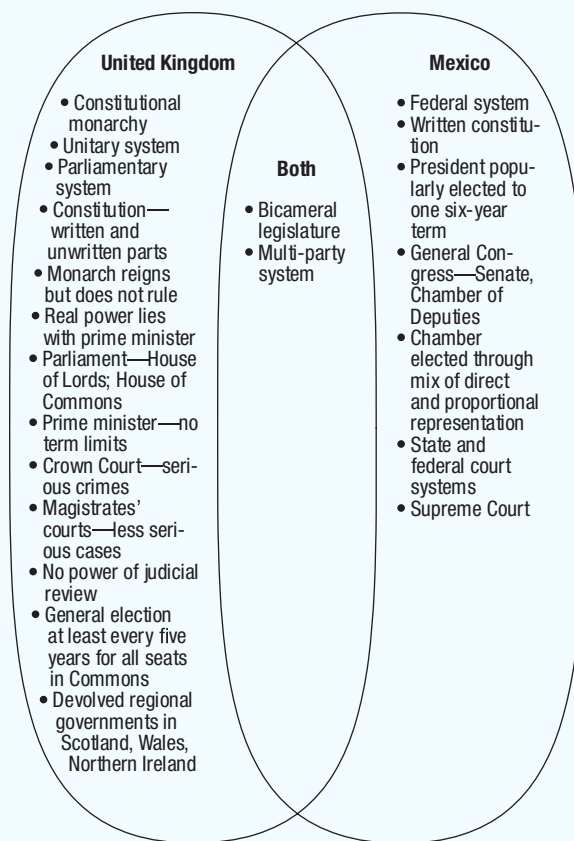
1. Although it is a very difficult process, a few nations, such as Poland and the Czech Republic, have been very successful at achieving democratic government. For other nations, such as Iraq, where the struggle continues, and in failed states, such as Afghanistan, the effort has been very challenging or has failed entirely.
2. Soft-liners support reforms, but not always democratic reforms. They can, however, create openings for the opposition to push for democracy.

3. Unless democratic consolidation occurs, democracy will not endure.
4. Possible answer: After the fall of the U.S.S.R., Russians quickly wrote a constitution for the new nation and the first President, Boris Yeltsin, stayed true to its principles. Also, there is a stronger tradition of popular sovereignty—at least the idea if not the practice—in Russia. In Iraq, which has no such history or tradition, with its infrastructure destroyed and fighting in the streets, much work remains in securing just basic necessities, which must occur before true democracy can be established.

5. Answers may include offering economic or technical support, supplying peacekeeping forces, or using economic or political pressures to discourage dictatorship.
- QUICKWRITE** Students' thesis statements should express their essays' main concept in one clear sentence.

GUIDING QUESTION

What form does democratic government take in the UK and in Mexico?



SKILLS DEVELOPMENT

ANALYZE GRAPHIC DATA

Before displaying Transparency 22G, Two Modern Democracies, and discussing the election process in the United Kingdom, you may want to review with students the information in the Skills Handbook, p. S26, on analyzing graphic data.

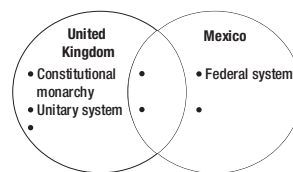
SECTION 4

Case Studies in Democracy



Guiding Question

What form does democratic government take in the UK and in Mexico? Use a Venn diagram to record information about the modern governments of the UK and Mexico.



Political Dictionary

- coalition
- ministers
- shadow cabinet
- devolution

Objectives

1. Examine elements of the United Kingdom's parliamentary democracy.
2. Describe regional and local government in the United Kingdom.
3. Analyze the federal government of Mexico.

Image Above: President Felipe Calderón of Mexico

A majority of the states in the world today are representative and democratic. Each of them has developed its own set of distinctive institutions, however. The United Kingdom and Mexico present two different approaches to democratic government in today's world.

The United Kingdom: A Constitutional Monarchy

Like the United States, the United Kingdom, the UK, is a democracy. Indeed, the roots of American government are buried deep in British political and social history. Yet there are important differences between the two systems of government. Unlike government in the United States, where it is federal and presidential, government in the UK is unitary and parliamentary and rests upon an unwritten constitution.

The British constitution is not entirely unwritten. However, there is no single constitutional document, as there is in the United States. Many historic documents figure in the written portions of the UK's constitution. Especially important are the Magna Carta of 1215 and the Bill of Rights of 1689. Certain acts of Parliament also form a basic part of the British constitution.

Additionally, centuries of court decisions have created a body of law covering nearly every aspect of human conduct. Such decisions make up the common law. The truly unwritten part of the British constitution consists of the customs and practices of British politics. The written parts are called "the law of the constitution" and the unwritten parts are called "the conventions of the constitution."

In formal terms, all acts of the British government are performed in the name of the monarch. Queen Elizabeth II has been the UK's monarch since 1952. However, the prime minister and other high officials exercise the real power to govern. The monarch appoints the prime minister (traditionally the leader of the majority party in the House of Commons), but her choice is subject to the approval of that house. She has no power to dismiss the prime minister or any other government official. She has no veto power over acts of Parliament. In short, today's monarch reigns but does not rule.

Focus on the Basics

FACTS: • The UK has a unitary, constitutional monarchy, with a bicameral Parliament, led by the prime minister • Mexico has a federal government, with three independent branches, a bicameral legislature, and a powerful President. • Mexico became a true democracy when free and fair elections were held in 2000.

CONCEPTS: forms of government, democracy

ENDURING UNDERSTANDINGS: • Democracies take different forms. • The UK and Mexico are both democracies, despite many differences in their governments. • The UK has devolved, or delegated, authority from the central government to regional governments in Scotland, Northern Ireland, and Wales.

British Government

Parliament, the representative body, is the central institution of British government. It is bicameral, comprised of the House of Lords (the upper house) and the House of Commons (the lower house). Of the two, the House of Commons is by far the more powerful body.

House of Lords Until recently, a majority of the members of the House of Lords were hereditary peers—persons who inherited noble titles. However, the upper house underwent a dramatic change under the 1999 House of Lords Act. This act removed most of the hereditary peers and filled their seats with peers appointed by a special commission.

The House of Lords holds limited legislative power. If they reject a bill passed by the House of Commons, the Commons only has to approve the bill a second time to make it a law. Some argue that this need to reapprove a bill rejected by the Lords gives the Commons time to weigh political fallout from controversial actions.

In addition to its legislative role, the House of Lords performs an important judicial function. Like the Supreme Court in the United States, the Law Lords serve as the final court of appeal in both civil and criminal cases in the UK's court system.

The House of Commons The House of Commons has 646 members, known as MPs—members of Parliament. They are elected from single-member districts, or constituencies, of roughly equal population.

The majority party largely controls the work of the Commons. It chooses the prime minister and the cabinet, who together form “the government,” and introduces most measures. Its several committees are generalists; that is, a bill can be referred to any of its committees. All bills sent to committee must be reported to the floor, where a party-line vote generally follows the will of the government.

The Prime Minister The prime minister, although formally appointed by the monarch, is in fact responsible to the House of Commons. When a single party holds a majority in the House of Commons, as is

usually the case, that party's leader becomes prime minister. If no single party holds a majority, a coalition must be formed. A **coalition** is a temporary alliance of parties for the purpose of forming a government. Two or more parties must agree on a common choice for prime minister and on a joint slate of cabinet members.

There are no term limits on the post of prime minister. William Gladstone held the position four times from 1868 to 1894. Once a member of the Conservative Party, he broke ranks to create the Liberal Party and presided over voting reforms that expanded the electorate. Winston Churchill may be the most famous prime minister, remembered for his inspiring leadership during World War II. Margaret Thatcher, Britain's first female prime minister, led the government from 1979 to 1990 and oversaw the **denationalization** of many of Britain's coal, steel, and other basic industries. Tony Blair served as prime minister from 1997 until 2007, when he stepped down and was replaced by the current prime minister, Gordon Brown.

The Cabinet The prime minister selects the members of the cabinet, or **ministers**, from the House of Commons, although a few may sit in the House of Lords. Collectively, the prime minister and the cabinet provide

Checkpoint
What type of government does the UK have?

denationalization
n. the sale of a public enterprise to private owners



At the annual opening of Parliament, the British monarch reads a Speech from the Throne outlining her government's goals. The speech is written by the prime minister and cabinet. **How does the Throne Speech symbolize the roles of the prime minister and the monarch in British government?**

Get Started

LESSON GOALS

Students will . . .

- recognize variations in democracies by comparing features of the governments of the UK and Mexico in a transparency.
- understand the UK's general election processes by examining a flowchart.
- compare and contrast the governments of the UK, Mexico, and the United States by playing a fact game.

BEFORE CLASS

Assign the section, the graphic organizer in the text, and the Reading Comprehension Worksheet (Unit 6 All-in-One, p. 42) before class.

L2 Differentiate Reading Comprehension Worksheet (Unit 6 All-in-One, p. 43)

BELLRINGER

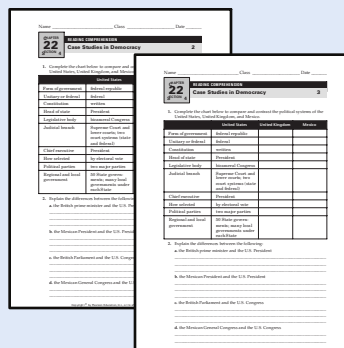
Have students write a response to these questions: **What are some advantages of a written constitution? What are some disadvantages? Answer in your notebook.**

L2 ELL Differentiate Students may make a pro-con list instead of writing out an answer.

Differentiated Resources

The following resources are located in the All-in-One, Unit 6, Chapter 22, Section 4:

- L3** Reading Comprehension Worksheet (p. 42)
- L2** Reading Comprehension Worksheet (p. 43)
- L3** Core Worksheet (p. 44)
- L3** Quiz A (p. 46)
- L2** Quiz B (p. 47)
- L3** Chapter Test A (p. 48)
- L2** Chapter Test B (p. 51)



Answers

Checkpoint The UK has a constitutional monarchy.

Caption In giving the Throne Speech, the monarch is serving as the ceremonial leader. The prime minister, who holds the real power, writes the goals in the speech.

Teach

To present this topic using online resources, use the lesson presentations at PearsonSuccessNet.com.

REVIEW BELLRINGER ACTIVITY

The United Kingdom and Mexico are democracies, yet their governments differ a great deal. Ask: **How do the constitutions of these two nations differ?** (*Mexico's constitution is written. The UK's is mostly unwritten. Its government is based on historic documents, acts of Parliament, common law, customs, and traditional practices.*) Have students share their answers to the Bellringer activity. Ask: **What are some advantages of a written constitution?** (*can serve as clear statement of the supreme law of the land; can be used as a concise standard for judging the validity of government's laws and actions; lengthy amendment process protects against ill-considered changes*) **What are some disadvantages?** (*less flexible because amendment process is more lengthy and difficult than change through court precedent or legislative acts; can contain provisions that no longer apply to the modern world*)

EXAMINE VARIATIONS IN DEMOCRACIES

Ask students to offer some main facts about the systems of government in the UK and Mexico. Then display Transparency 22G, Two Modern Democracies. Explain that a *constitutional monarchy* has a hereditary ruler whose power is restricted by the constitution and laws of the land. Ask: **How is the role of chief of state different from head of government?** (*Chief of state is a largely ceremonial or figurehead role; the head of government holds the real power.*) **How do these roles differ between the UK and Mexico?** (*The UK has a ceremonial monarch and a powerful prime minister. In Mexico, the President serves in both roles.*) **Is the government of the UK or Mexico most like the government of the United States?** (*Mexico*) **Name some similarities.** (*federalism, written constitution, powerful President, popularly elected President, bicameral legislature, state and federal courts, Supreme Court*) Tell students to go to the Online Update for current information about government in the UK.

Answers

United Kingdom All acts of British government are performed in the name of the monarch, but the monarch holds no real political power. The monarch formally appoints the prime minister, but the choice is made by the House of Commons, to whom the prime minister is responsible. The monarch has no power to dismiss the prime minister or any other government official, nor any power to veto acts of Parliament.

United Kingdom

GOVERNMENT ONLINE
Update
For current information about government in the UK, visit PearsonSuccessNet.com

Britain's constitutional monarchy is based on a largely unwritten constitution. The prime minister is responsible to the House of Commons and is the real head of government. *Cite examples from the text to support this statement: The British monarch reigns but does not rule.*

Form of government	Constitutional Monarchy
Constitution	Unwritten; partly statutes, partly common law and practice
Chief of state	Queen Elizabeth II
Head of government (Party)	Prime Minister Gordon Brown (Labour Party)
Executive branch	Prime Minister is head of majority party in House of Commons
Legislative branch	Bicameral Parliament consists of House of Lords and House of Commons
Judicial Branch	The Crown Courts



political leadership, both in making and carrying out public policy. Individually, cabinet ministers head the various executive departments, such as Defense, the Exchequer (the treasury), or Health.

The opposition parties appoint their own teams of potential cabinet members. Each opposition MP watches, or shadows, one particular member of the cabinet. If an opposition party should succeed in gaining a majority, its so-called **shadow cabinet** would then be ready to run the government.

The Courts The UK has three separate court systems—one for England and Wales, one in Northern Ireland, and one in Scotland. In England and Wales, most civil cases are tried in county courts. Serious (indictable) criminal cases are tried in the Crown Court and less serious criminal cases in the magistrates' courts.

Judges and juries try the more serious criminal cases in the Crown Court, while judges or magistrates alone hear the majority of civil disputes and less serious criminal cases. As was mentioned, the House of Lords serves as the final court of appeal in a hierarchy of appellate courts. The court system in Northern Ireland is similar to the system in England and Wales, but the Scottish system is simpler, with fewer hierarchical layers.

Courts in the UK decide cases based primarily on parliamentary legislation and common law or on the standards established by judicial precedent. They are not bound to uphold a constitution or bill of rights that stands higher than parliamentary law. Unlike the United States, the courts and judges in the UK, including the Law Lords, do not possess the power of judicial review. They can never overrule Parliament.

Background

CONVENTIONS OF THE CONSTITUTION Unwritten rules, or conventions, govern many of the practices of British politics. For example, no written account says that Parliament must meet in yearly sessions. It just does. Also, no written rule gives the House of Commons the power to force the government to resign. These central features of British government developed over centuries and are today a matter of custom. With its open-ended constitution, the UK has a flexible, always-evolving set of rules. A majority vote in Parliament can alter any provision of the constitution. This flexibility can be very useful. Without the delays and safeguards of a system like that in the United States, however, the danger of ill-considered and hasty action that might fundamentally alter the people's rights is ever present.

The Election Process

In marked contrast to the practice in the United States, the UK does not have a fixed date for the holding of elections. Instead, the law requires only that a general election—an election in which all the seats in the Commons are at stake—be held at least once every five years. If an MP dies or resigns, a special election, called a by-election, is held in that constituency to choose a replacement.

Calling Elections Customarily, the prime minister calls an election when the political climate favors the majority party. Occasionally, an election is triggered by quite different circumstances—when the government falls because it has lost the confidence, or the support, of the House of Commons. This can occur if the current government is defeated on a critical vote; it loses the confidence of the Commons and falls. The prime minister must then ask the monarch to dissolve Parliament (end its sessions) and call a new general election. The ability to change governments in this way means that a prime minister who becomes either ineffective or unpopular can be removed before his or her actions cause serious damage to the political system. It also means that an effective prime minister may stay on the job until goals are met.

Political Parties Two parties have dominated British politics in recent decades: the Conservative Party (historically known as the Tory Party or the Tories) and the Labour Party. The Conservatives have long drawn support from middle- and upper-class Britons. They tend to favor private economic initiatives over government involvement in the nation's economic life. The Labour Party has regularly found most of its support among working-class voters. Labour tends to favor government involvement in the economic system and a more socially equal society. Historically, the party preached doctrinaire socialism, but it moderated its views under the leadership of Prime Minister Tony Blair. Most recently, the Liberal Democratic Party has emerged as an alternative that blends left-wing and moderate views without the Labour Party's ties to unions.

British parties are more highly organized and centrally directed than the major parties in American politics. High levels of party loyalty and party discipline characterize the British party system. Voters regularly select candidates for the House of Commons on the basis of the candidates' party membership, not their individual qualifications.

Regional and Local Government

Recall, the United Kingdom has a unitary government. This means that there is no constitutional division of powers between the national government and regional or local governments, as in the American federal system. All power belongs to the central government. To whatever extent local governments deliver services or do anything else, they can do so only because the central government has created them, given them powers, and financed them.

Regional Government The United Kingdom is composed of four separate nations with different histories, cultures, and traditions. To provide for the distinctive governmental needs of the people of Scotland, Wales, and Northern Ireland, the United Kingdom has recently undergone a process of **devolution**—the delegation of authority from the central government back to regional governments.



▲ Scotland's Parliament flies the flags of the UK, Scotland, and the European Union.

Checkpoint
How are governments formed in the UK?

DISCUSS ELECTIONS IN THE UK

Display Transparency 22H, Election Process in the United Kingdom. Ask: **What is a general election in the UK?** (an election in which all seats in the House of Commons are at stake) **Why do you think the majority party often remains in power for a long time?** (There is no fixed date for elections. The prime minister can choose to call a general election at a time when his or her party is popular and therefore likely to win the most seats.) **Under what circumstances does the opposition party become the majority party in the UK?** (When the ruling party loses the confidence of the House of Commons, the government is dissolved, and the opposition party usually wins the most seats in the general election that follows.) **How does the election process in the UK differ from that of the U.S.?** (Possible response: The U.S. has fixed dates for elections and term limits for the President. The UK does not.)

Political Cartoon Mini-Lesson

Display Transparency 22I, Trouble for the British Labour Party, when you discuss the British election process. Point out that the man in the cartoon represents British Prime Minister Gordon Brown. Ask: **Based on your reading of the text, what is a by-election?** (a special election to replace a member of Parliament who resigns or dies) **What is the woman in the cartoon doing?** (reading a greeting card to Gordon Brown) **What sentiment does the card express?** (joy that Brown might resign and be replaced in a "bye-bye election") **What is the message in the woman's comment that "It could have come from anyone"?** (This comment suggests that Brown is very unpopular, because many people could have been the source of the card's message.) **What is Brown's political party? How do you know?** (Labour Party. The newspaper headline suggests that the Labour Party is in trouble.)

Answers

Checkpoint Voters elect members of Parliament who then choose a government from among themselves.

DISTRIBUTE THE CORE WORKSHEET

Distribute the Chapter 22 Section 4 Core Worksheet (Unit 6 All-in-One, p. 44). Tell students that in this activity they will make up question cards and play a fact game. Each question will cover a fact about the government of the UK, Mexico, or the United States. Point out that some facts may describe the government of more than one of these nations. In these cases, the answer should include all nations to which the fact applies.

Depending on the size of your class, divide the class into an even number of teams of four to five students each. Provide 22 index cards to each team. This will give each team two cards to label categories and four or five cards per student to write questions. Have each team follow the steps on the worksheet. After the teams create and arrange their game cards, pair the teams to play the game.

L1 L2 ELL Differentiate Allow students to write fewer questions.

L4 Differentiate Have students work individually to prepare their cards. Then pair individual students to play the game.

Name _____ Class _____ Date _____

CHAPTER
22
SECTION 4

CORE WORKSHEET
Case Studies in Democracy

3

Three-Governments Fact Game

Your team will prepare questions and answers about the governments in the United Kingdom, Mexico, and the United States. The questions should cover facts in two categories: (1) Government Structure and Function and (2) Politics and Elections. After your team completes your questions, you will compete with another team in a fact game. Follow the steps below to prepare and arrange your question cards.

Step 1: Prepare Category Cards
Your teacher will divide the class into teams and supply index cards to each team. Meet with your team. On two separate index cards, write the two categories: (1) Government Structure and Function and (2) Politics and Elections. Distribute the 20 remaining index cards equally among team members.

Step 2: Write Question Cards
Each team member should write one question on each card and the answer below the question on the same side of the card. Write questions at different levels of difficulty—not all easy or all difficult. Also include questions about each of the three nations. Remember that some facts might describe more than one of these nations.

Step 3: Check Answers
Meet with your team and review each member's questions to make sure that the answers are accurate.

Step 4: Assign Point Values
As a team, decide on a point value for each question. The easiest questions should be worth 10 points; moderately difficult, 20 points; difficult, 30 points. Write the point value on the back of each question card.

Step 5: Assign Categories
As a team, decide the category to which each question belongs. Arrange the questions in piles by category.

Step 6: Arrange the Question Cards
Place the two category cards on a table or desk. Sort the question cards for each category into piles by point value: 10, 20, and 30. Place these piles below their category card with the questions face down and the values face up. When you are done, they should look like this:

Government Structure and Function	Politics and Elections
10 Points	10 Points
20 Points	20 Points
30 Points	30 Points

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Tell students to go to the Online Update for current information about government in Mexico.

Answers

Mexico A single party, the PRI, had dominated power in Mexico for decades, squelching opposition through patronage and repression. Victories by PAN candidates Fox and Calderón mark the emergence of a multi-party system in Mexico.

Although the British Parliament has assigned many responsibilities to the devolved bodies, such as the Scottish Parliament that was reestablished in 1998, it has reserved for itself the exclusive power to legislate on several matters that affect the whole of the United Kingdom. These include defense, foreign policy, and macroeconomic policy. The British Parliament also continues to legislate more broadly for England, which does not have a devolved assembly.

Local Government Local government bodies have been a feature of the British political landscape for much longer than the recently established regional assemblies. Today, there are some 470 local authorities of varying types in the UK. Much as in the United States, local governments in the United Kingdom perform a broad range of functions,

from running local schools and libraries to collecting trash and maintaining roads.

Mexico: A Federal System

Mexico has a political system similar in form to the United States. In operation, however, it is the product of a unique combination of Mexico's history and the cultural makeup of its people.

Three Branches of Government Mexico's Constitution of 1917 established a national government with three independent branches. The executive branch is headed by the president, the legislature is bicameral, and the judiciary is an independent entity. While this sounds much like the American political system, one major distinction is in the greater power of the executive branch in Mexico compared to the other branches of government.

Mexico

In the federal republic of Mexico, the president is both chief of state and head of government. *What is the significance of the rise to power of Mexico's previous president, Vicente Fox?*

Form of government	Federal Republic
Constitution	Adopted February 5, 1917
Chief of state	President Felipe Calderón
Head of government (Party)	President Felipe Calderón (Partido Acción Nacional)
Executive branch	President elected by popular vote for a single six-year term
Legislative branch	Bicameral National Congress consists of Senate and Federal Chamber of Deputies
Judicial Branch	Supreme Court of Justices; judges appointed by president with consent of the Senate

GOVERNMENT ONLINE Update
For current information about government in Mexico, visit PearsonSuccessNet.com

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Myths and Misconceptions

TWO HEADS Many Americans may believe that it is old-fashioned to have both a head of state, such as a monarch, with mainly ceremonial duties, and a head of government, such as a prime minister. In fact, most democracies worldwide have both a President and a prime minister. Often the President is elected, while the prime minister is the leader of the majority party in the parliament. In most countries, including Germany, Ireland, India, Israel, and Singapore, the President is mainly a ceremonial position. However, in Israel and Indonesia, the President can dissolve the parliament. In other countries, such as France and Russia, the President has as much or more power than the prime minister.

The President The president of Mexico is popularly elected and serves one six-year term. The one-term limit is intended to prevent a popular leader from becoming a dictator by winning several reelections.

The president selects the members of the council of ministers (the cabinet) and other top civilian officers of government. He also appoints the senior officers of the armed forces and all federal judges.

In addition to the power usually held by a nation's chief executive, Mexico's president has the power to propose amendments to the constitution. Those amendments must be ratified at both the national and state levels, by a two-thirds vote in each house of Congress, and by a majority (at least 16) of the state legislatures. The president also has the power to enact laws through executive decree on certain economic issues.

The Legislature The bicameral national legislature, called the General Congress, is composed of the Senate and the Chamber of Deputies. There are 64 senators—two from each of the 31 Mexican states and two from the Federal District, which includes Mexico City. Senators are elected to six-year terms. Half are elected at the time of the presidential election and half at a midterm election three years later.

The Chamber's 500 members are elected to three-year terms and cannot be reelected. Of those, 300 are directly elected from districts of more than 300,000 people. The other seats are filled from the ranks of the various political parties, based on their shares of the total vote in the national election. Thus, the Chamber is elected in a mixed system of direct and proportional representation.

The Congress meets from September 1 to December 31 each year. The combination of term limits and a short session gives the General Congress a far less significant role than that played by the Congress in the United States. Moreover, a lack of resources limits the ability of the Mexican Congress to exercise its powers. Its committees are poorly funded and understaffed, which also contributes to the dominant position of the presidency in the governmental system.

The Judicial System Mexico's independent judicial system is very similar to that of



the United States. However, one difference of note is that trial is by judge in most criminal cases, rather than by jury. Two systems of courts—state and federal—operate within the Mexican federal system.

The federal judiciary consists of district and circuit courts that function under the Supreme Court. These **tribunals** hear all cases that arise under federal law, including those that raise constitutional issues. The 31 separate state court systems are composed of trial and appellate courts. They hear civil and criminal cases in a structure headed by a state Supreme Court of Justice.

In Mexico City, voters protested alleged election fraud after their party's candidate narrowly lost the 2006 presidential election.

Why is election fraud a concern in Mexico?

tribunal
n. court

Regional and Local Governments As you know, Mexico is divided into 31 states and one Federal District. The Federal District includes the capital, Mexico City, and is administered by a governor appointed by the president. Each of the 31 state constitutions provides for a governor, unicameral legislature, and state courts. Each governor is elected to a six-year term. Legislators are elected to three-year terms. The governors appoint judges. The states have the power to legislate on local matters and to levy taxes, but most of their funding comes from the national government.

National Politics in Mexico

Mexico has a multiparty system. However, as you have read, it was dominated for decades by the PRI, which won every presidential election from 1929 until 2000. In fact,

EXTEND THE LESSON

L3 Differentiate Have students write a paragraph explaining whether they think it is best for the legislative branch to have more power, for the executive branch to have more power, or for all three branches to have equal power, and why, using the UK and Mexico as examples.

L2 ELL Differentiate Have students create a political cartoon about the 2006 election in Mexico, using the criteria in the Rubric for Assessing a Political Cartoon (Unit 6 All-in-One, p. 101). Have students show and explain their political cartoons to the class. Have students vote on the most creative.

L4 Differentiate Mexico, and the UK as well, have recently made changes that have increased the level of democracy in each nation: the advent of free and fair elections in Mexico and Britain's enactment of the House of Lords Act, the Human Rights Act, and devolution. Have students research and write an essay on the conditions and pressures that led to these changes in each country. Encourage them to draw conclusions about lessons other democracies might learn from these examples.

Background

SAFEGUARDING MEXICO'S DEMOCRACY Mexico's Federal Electoral Institute (IFE) was part of the executive branch until 1996, when reforms transformed it into an independent agency. Free from ruling-party control, the IFE succeeded for the first time in preventing election fraud—rampant for decades in Mexico. For the 2000 election, voters were required to show their identification cards. They marked their ballots in private booths. The ballot boxes were transparent, so that independent observers could verify that voters cast only one ballot, correcting past practices of ballot-box stuffing. Voters' thumbs were then marked with indelible ink to make sure no one voted more than once—a common practice in previous elections. The election processes the IFE established in 2000 proved their value in 2006, when Felipe Calderón's victory was challenged, and the IFE was called on to declare a winner.

Answers

Caption Fraudulent elections in Mexico had allowed the PRI to retain its control over the nation for decades.

Assess and Remediate

- L3 Collect the game questions and assess students' work.
- L3 Assign the Section 4 Assessment questions.
- L3 Section Quiz A (Unit 6 All-in-One, p. 46)
- L2 Section Quiz B (Unit 6 All-in-One, p. 47)

Have students complete the review activities in the digital lesson presentation and continue their work in the **Essential Questions Journal**.

REMEDIATION

If Your Students Have Trouble With	Strategies For Remediation
Government system of the United Kingdom (Questions 1, 2, 5)	Work with students to complete a concept web in which you record what they have learned about the government of the United Kingdom.
Government system of Mexico (Questions 1, 3, 6)	Have students complete a Venn diagram comparing Mexico's government to the U.S. Government.
NAFTA (Question 4)	Have students write a summary of the information about NAFTA in this section.

Answers

Checkpoint PAN, PRI, and PRD

Assessment Answers

- 1. United Kingdom: unitary, parliamentary, constitutional monarchy; Mexico: federal republic
- 2. A coalition government would be formed if no single party held a majority in the House of Commons.
- 3. Like the United States, Mexico has three independent branches consisting of an executive branch headed by a president, a bicameral legislative branch, and a judicial branch composed of federal and state systems and a Supreme Court.

- 4. NAFTA removed trade and investment restrictions among the United States, Mexico, and Canada, thus increasing trade across the borders of those countries.
- 5. (a) Congress holds legislative power; Parliament also holds executive (House of Commons) and judiciary (House of Lords) power, and members of the House of Lords are not elected. (b) The prime minister is not elected but is appointed by the monarch, is head of the majority party of the House of Commons, and has both executive and legislative powers.



because the PRI retained its position through patronage, and opposition movements were often repressed, Mexico was not generally considered to be democratic until 2000.

The PRI The PRI's dominant position began to erode in the 1980s. The government borrowed heavily during the 1970s, expecting that oil prices would remain high. When oil prices declined sharply worldwide, the country plunged into economic chaos. Debt problems led to severe cutbacks in government programs and undermined the PRI's patronage system. Prices soared and investment capital fled the country.

As a result, the PRI made its worst showing ever in the elections of 1988. The party barely maintained control of the government, when presidential candidate Carlos Salinas de Gortari won. Allegations of fraud were widespread.

President Salinas pursued broad-based economic, social, and electoral reforms. He also backed the North American Free Trade Agreement (NAFTA). This agreement, about which you will learn more in the next chapter, removed trade and investment restrictions among the United States, Canada, and Mexico. In the 1994 national elections, the PRI's presidential candidate, Ernesto Zedillo, won 48.8 percent of the total vote, and the PRI retained control of the legislature.

Multiparty Democracy In the 1990s, candidates from the conservative National Action Party (PAN) and leftist Democratic Revolutionary Party (PRD) had won increasing numbers of federal, state, and local offices. Both parties took aim at the nation's highest office in 2000. Public opinion and world attention forced the PRI to guarantee a fraud-free presidential contest. When all the votes had been counted, the PAN candidate, Vicente Fox, had won with 45 percent of the vote.

Fox initially held approval ratings of over 70 percent, but those ratings later dipped below 50 percent. President Fox may have been a victim of unmet, or even unrealistic, expectations. His political rise marked a dramatic event in Mexican politics, but for many Mexicans socioeconomic conditions did not improve under his tenure. As a sign of the growing discontent, the PRI seemed to be experiencing a resurgence. Midterm elections allowed it to shore up its majority in the Senate and to almost gain a majority in the Chamber of Deputies. However, PAN candidate Felipe Calderón narrowly won the presidency in the contentious 2006 election over Andrés Manuel López Obrador of the PRD. The PRI's candidate, Roberto Madrazo, came in third. PAN also gained control of both houses of Congress.

SECTION 4 ASSESSMENT

Essential Questions Journal

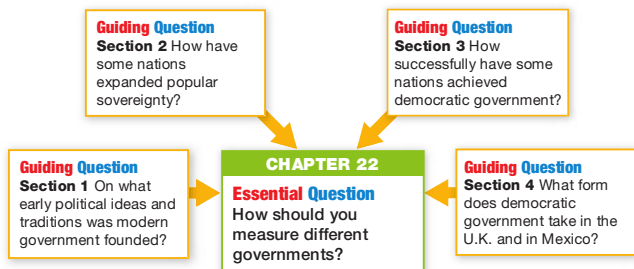
To continue to build a response to the chapter Essential Question, go to your Essential Questions Journal.

- 1. **Guiding Question** Use your completed Venn diagram to answer this question: What form does democratic government take in the United Kingdom and in Mexico?
- Key Terms and Comprehension**
- 2. Under what circumstances would a **coalition** government be formed in the United Kingdom?
- 3. In what major ways are the three branches of Mexican government similar to those in the United States?
- 4. What is the significance to Mexico of the North American Free Trade Agreement (NAFTA)?
- Critical Thinking**
- 5. **Making Comparisons** What are the major differences between (a) the British Parliament and the U.S. Congress? (b) the British prime minister and the American President?
- 6. **Drawing Inferences** Which type of presidency do you think is preferable: the Mexican model, with one six-year term, or the American model, with a four-year term and the possibility of a second term? Explain your reasoning.

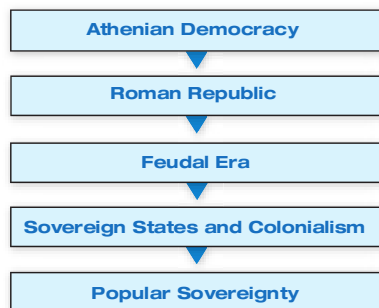
Quick Write

Expository Writing: Create an Outline To help structure your compare-and-contrast essay, create an outline in which you identify each area of comparison and contrast in a single phrase. When you are ready to write your essay, you can use the outline as a guide. Alternatively, you may create a flowchart to help you organize and order your ideas.

- 6. Possible answer: I think the Mexican model is more effective because it gives the President time to achieve his or her goals. However, if the President is not effective, the people must wait two more years than in the United States to vote him or her out of office.
- QUICK WRITE** A good assignment will show a series of points, in correct outline format, that compare and contrast two forms of government.



Timeline of the Modern State



Political Dictionary

patricians p. 647
plebeians p. 647
feudalism p. 648
sovereignty p. 650
legitimacy p. 650
divine right of kings p. 650
colonialism p. 651
mercantilism p. 651
encomienda p. 655
guerrilla warfare p. 657
fascism p. 659
communism p. 659
hard-liners p. 661
soft-liners p. 661
democratization p. 663
democratic consolidation p. 663
genocide p. 665
failed states p. 665
coalition p. 667
ministers p. 667
shadow cabinet p. 668

Characteristics of Governments

Fascism	Communism	Democracy
<ul style="list-style-type: none"> Single-party government State-controlled media State-directed economy with private property Nationalist or racist ideology Examples include Germany (1933–1945), Italy (1922–1945) 	<ul style="list-style-type: none"> Single-party government State-controlled media State-owned economy and property Atheistic, class-based ideology Examples include Soviet Union (1917–1991), Cuba 	<ul style="list-style-type: none"> Several parties compete peacefully Freedom of speech Private property rights Ideals of equality and liberty Examples include United States, United Kingdom, Mexico

Have students download the digital resources available at Government on the Go for review and remediation.

STUDY TIPS

Rewrite and Color-Code Notes While rewriting notes is time-consuming, it is also an excellent way to review. By rewriting their notes, students can make them neater and better organized. As they rewrite, they may see relationships among ideas that they missed in class, and they can refer to their reading assignments to help fill in gaps in their notes or clarify a troublesome point. Suggest that students rewrite their notes as soon as possible after class, while the lecture is still fresh in their minds. Color-coding can make rewriting more fun and can also help to organize material. Students might consider using different colors for different types of information (*i.e.*, terms or dates), to highlight important information, or to show relationships among ideas.

ASSESSMENT AT A GLANCE

Tests and Quizzes

Section Assessments
 Section Quizzes A and B, Unit 6 **All-in-One**
 Chapter Assessment
 Chapter Tests A and B, Unit 6 **All-in-One**
 Document-Based Assessment
 Progress Monitoring Online
 ExamView Test Bank

Performance Assessment

Essential Questions Journal
 Debate, p. 658
 Assessment Rubrics, **All-in-One**

For More Information

To learn more about different governments, refer to these sources or assign them to students:

L1 Padrino, Mercedes. *Feudalism and Village Life in the Middle Ages.* World Almanac Library, 2006.

L2 Mellor, Ronald and Marni McGee. *The Ancient Roman World.* Oxford University Press, USA, 2004.

L3 Arnold, James R. *The Aftermath of the French Revolution.* Twenty-First Century Books, 2008.

L4 Paxton, Robert O. *The Anatomy of Fascism.* Vintage, 2005.

Chapter Assessment

COMPREHENSION AND CRITICAL THINKING

SECTION 1

1. (a) direct democracy, legislative assembly, majority vote, separate judiciary (b) legislative assembly, top executives, written laws, representative government, elections, the veto, checks on power
2. (a) It developed after the fall of the Roman Empire to provide a governmental system for Western Europe. (b) Power was not held by central, national governments. Feudalism was a loosely organized system of powerful lords who developed relationships of mutual dependence with vassals and serfs. (c) Feudalism filled the need for some kind of government after the fall of the Roman Empire. The feudal system provided economic and social stability, protection for the people, and a rough form of justice.
3. (a) Government became more centralized and nation-based. Monarchies held absolute power and did not need to recognize popular sovereignty, in some nations, to any degree at all. (b) through tradition (such as divine right), through the power of personality (such as strong charisma of the leader), and through binding government to the rule of law

SECTION 2

4. **Britain:** benefits: gradual change, not as violent or destructive of traditional institutions; drawbacks: slow, true democracy did not appear until fairly late. **France:** benefits: achieved popular sovereignty very rapidly; drawbacks: was extremely violent, destroyed all traditional institutions, did not last long initially.
5. (a) The colonists in Latin America came from Spain and Portugal—countries ruled by absolute dictators who did not embrace popular sovereignty. Therefore, these colonists had no history or tradition to support a move toward democracy. Also, the encomienda and hacienda systems created an elite ruling class that formed a powerful barrier to popular sovereignty. (b) Colonialism left bitter tensions by creating artificial boundaries that broke up tribal lands and forcibly combined diverse groups into a single state. The colonial power often favored one segment of the population over another, creating tensions among groups that would explode later into conflict. The colonial powers directed each colony to export a few raw resources, which

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Chapter Assessment

GOVERNMENT ONLINE
Self-Test
To test your understanding of key terms and main ideas, visit
PearsonSuccessNet.com

Comprehension and Critical Thinking

Section 1

1. (a) What aspects of ancient Athenian democratic government exist in modern democracies? (b) What aspects of ancient Roman government exist in modern democracies?
2. (a) Why did the feudal system develop? (b) In what way was it a decentralized system of government? (c) How did feudalism meet the needs of its time?
3. (a) How did the rise of the sovereign state change the role of government? (b) How did these governments achieve legitimacy?

Section 2

4. What were the benefits and drawbacks of each method used by Britain and France to adopt popular sovereignty?
5. (a) Why were many Latin American countries unable to establish stable democracies after independence? (b) What obstacles to stability were caused by the former colonial system in Africa?
6. (a) What are the goals of fascist governments? (b) Must governments have goals to be successful? If so, what should those goals be?

Section 3

7. (a) Describe the difference between democratization and democratic consolidation. (b) How is each one important to the success of a government?
8. **Analyzing Cartoons** Study the cartoon at right.
(a) What form of government does the hammer represent?
(b) What is this cartoonist saying about that form of government? (c) From your reading and understanding of history, is this cartoon fair? Explain.

Section 4

9. (a) How is the United Kingdom's government similar to and different from government in the United States? (b) How is the United Kingdom's government similar to and different from that of Mexico?
10. (a) What was the role of the PRI in Mexican political life up through the 1990s? (b) What was the significance of the 2000 election?

Writing About Government

11. Use your Quick Write exercises from the section assessments in this chapter to write an essay that compares and contrasts the two topics you selected. Make sure that the information is accurate and that comparisons are reasoned and relevant. End your essay with a summarizing conclusion. See pp. S3–S5 in the Skills Handbook.



Apply What You've Learned

12. **Essential Question Activity** Speak with an immigrant to the United States or someone who has known an immigrant well and can answer as that person might answer. Ask:
(a) Why did you come to the United States?
(b) How do you view the government of your native country? What do you think worked well? How well did it meet citizens' needs? How democratic do you think it is?
(c) How do you view the government of the United States in comparison to that of your native country?

13. **Essential Question Assessment** Based on the interview you conducted and what you have learned about democracy and American government, write a guide to the government of this country designed to help immigrants learn about its basic structure and functions in comparison with other countries. Your guide should help you answer the Essential Question: **How should you measure different governments?**

Essential Questions Journal

To respond to the chapter Essential Question, go to your **Essential Questions Journal**.

after independence led to weak economies dependent on one or a few cash crops or raw materials.

6. (a) Fascist governments win power with ultranationalist, racist ideology; a charismatic dictator; violent suppression of dissent; totalitarian; policies glorify the state over the individual; unite people against common enemy—foreign powers or minorities; and promises to promote the people's welfare. (b) Possible answer: I think governments must have goals—general, such as maintaining order, civil rights, and justice—and specific, such as passing

laws and other activities that protect and serve its citizens.

SECTION 3

7. (a) Democratization is the change from dictatorship to democracy, marked by the holding of free and fair elections. Democratic consolidation is the much longer process of firmly establishing the factors necessary for democracy to succeed. (b) Democratization is the first step in shifting from a dictatorship to a democracy, but democratic consolidation must follow to ensure that democracy will last into the future.

Document-Based Assessment

CHAPTER 22

Fascism and Communism

Communist and fascist leaders claimed to meet the needs of the people and rule based on popular sovereignty. However, Communist governments, such as in the Soviet Union and China, and fascist governments, such as in Italy, became dictatorships. How did these governments use propaganda to legitimize their rule?

Document 1

Fascism conceives of the State as an absolute, in comparison with which all individuals or groups are relative, only to be conceived of in their relation to the State. . . . The Fascist State organizes the nation, but leaves a sufficient margin of liberty to the individual; the latter is deprived of all useless and possibly harmful freedom, but retains what is essential; the deciding power in this question cannot be the individual, but the State alone. . . . Fascism is the doctrine best adapted to represent the tendencies and the aspirations of a people, like the people of Italy, who are rising again after many centuries of abasement and foreign servitude. But empire demands discipline, the coordination of all forces and a deeply felt sense of duty and sacrifice.

—Benito Mussolini, from “What Is Fascism?” 1932

Document 2

We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.

—Declaration of Independence

Document 3

This Chinese Communist Party poster of 1974 calls on “workers, peasants, and soldiers” to criticize the philosopher Confucius and a discredited former leader, Lin Biao.



Use your knowledge of fascism and communism and Documents 1–3 to answer Questions 1–3.

- In his description of fascism, Mussolini says that
 - the people have liberty only in relation to the state.
 - the people have absolute power over the state.
 - the state receives its authority directly from the people.
 - the state is democratic and has little power over the people.
- How does Mussolini’s description of freedom differ from that set out in the Declaration of Independence?
- Pull It Together** Italy under Mussolini and China under Mao were both authoritarian dictatorships. However, both Documents 1 and 3 make appeals to popular sovereignty. How are these appeals the same and different in each document?



GOVERNMENT ONLINE Documents

To find more primary sources on political systems, visit PearsonSuccessNet.com

DOCUMENT-BASED ASSESSMENT

- A
- Possible response: The Declaration of Independence holds that all people have rights that no one, including the state, can take away. This philosophy places the people about the state. Mussolini holds the opposite—that the state is supreme and the people receive whatever liberties the state chooses to give them.
- Both documents refer to the importance of “the people.” Fascism, however, holds that the state grants liberty to the people, while communism downplays the importance of the state compared with the people.

L2 Differentiate Students use all the documents on the page to support their thesis.

L3 Differentiate Students include additional information available online at PearsonSuccessNet.com.

L4 Differentiate Students use materials from the textbook, the online information at PearsonSuccessNet.com, and do additional research to support their views.



Go Online to PearsonSuccessNet.com for a student rubric and extra documents.

- (a) Communist government in the Soviet Union (b) that it brutally suppresses human rights (c) Possible response: Yes. Although Communist governments claim to rule in the people’s name, they have regularly led to repression. Rule by a single party, supported by a strong military, places all decision-making power with the government.

SECTION 4

- (a) The UK’s government is like the U.S. Government in that it is a representative democracy with a constitution. It is different in that it is a unitary system under a
- constitutional monarch, and the constitution is mostly unwritten. It is led by a prime minister, who is the party head, not by a popularly elected President. (b) The UK’s government has the same similarities and differences with Mexico as with the U.S., since Mexico and the U.S. have a federal government under a popularly elected President and a written constitution.

- (a) Although the PRI still dominated Mexican politics in the 1990s, its hold was slipping. (b) Public opinion and world attention forced the PRI to guarantee a fraud-free election in 2000. PAN candidate

Vicente Fox won, marking the end of the PRI’s 70-year political domination.

WRITING ABOUT GOVERNMENT

- Essays should compare and contrast the topics selected and end with a summarizing conclusion.

APPLY WHAT YOU’VE LEARNED

- Responses should summarize the interviewee’s answers.
- Students’ guides should accurately describe the U.S. federal system of government and the three branches.

Introduce the Chapter

Essential Questions:

UNIT 6

How should a government meet the needs of its people?

CHAPTER 23

To what extent should governments participate in the economy?

ACTIVATE PRIOR KNOWLEDGE

Have students examine the image and quotation on these pages. Ask: **How do you think political freedom relates to economic freedom?** (*Possible answer: In a free democracy, people are allowed to make their own economic choices. This increases opportunities and quality of life.*) In this chapter, students will learn about three economic systems—capitalism, socialism, and communism—and how the U.S. government is involved in the modern global economy. Tell students to begin to further explore economic systems by completing the Chapter 23 Essential Question Warmup activity in their **Essential Questions Journal**. Discuss their responses as a class.

BEFORE READING

L2 ELL Differentiate Chapter 23 Prereading and Vocabulary Worksheet (Unit 6 All-in-One, p. 61)

SUCCESSNET STUDENT AND TEACHER CENTER

Visit **PearsonSuccessNet.com** for downloadable resources that allow students and teachers to connect with government “on the go.”

DIGITAL LESSON PRESENTATION

The digital lesson presentation supports the print lesson with activities and summaries of key concepts.

SKILLS DEVELOPMENT

ANALYZE GRAPHIC DATA

You may wish to teach analyzing graphic data as a distinct skill within Section 3 of this chapter. Use the Chapter 23 Skills Worksheet (Unit 6 All-in-One, p. 88) to help students learn how to analyze graphic data. The worksheet asks students to interpret two graphs and then draw conclusions about them. For L2 and L1 students, assign the adapted Skill Activity (Unit 6 All-in-One, p. 90).



The chapter WebQuest challenges students to answer the chapter Essential Question by asking them about governments and economies.



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Block Scheduling

BLOCK 1: Teach the Section 1 lesson, and omit the Extend options.

BLOCK 2: Teach the Section 2 and 3 lessons, omitting the Core Worksheet activity in Section 3 and the Extend options in both sections.